

Tennis 1 (#1504500)

Version for Academic Year: 2015 - 2016

Course Number: 1504500

Abbreviated Title: TENNIS 1

Course Length: Semester (S)

Course Status: Draft - Course Pending Approval

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

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
MAFS.912.S-ID.1.2:	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★ Remarks/Examples: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others'

	<p>ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
	Demonstrate sportsmanship during game situations.
PE.912.R.5.3:	<p>Remarks/Examples: Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.4:	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <p>Remarks/Examples: Some examples are respecting teammates, opponents and</p>

	officials, and accepting both victory and defeat.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
	Apply sport specific skills in simulation and in real-life applications.
PE.912.M.1.10:	<p>Remarks/Examples: An example of a simulation is a practice setting or lead up activity. An example of a real-life application is a game or performance setting.</p>
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.23:	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
PE.912.M.1.24:	Apply a combination of complex movement patterns in a game setting.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.912.M.1.31:	Demonstrate advanced offensive, defensive and transition strategies and tactics.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
	Demonstrate use of the mechanical principles as they apply to specific course activities.
PE.912.M.1.34:	<p>Remarks/Examples: Some examples are balance, force and leverage.</p>
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

Tennis 2 (#1504510)

Version for Academic Year: 2015 - 2016

Course Number: 1504510

Abbreviated Title: TENNIS 2

Course Length: Semester (S)

Course Status: Draft - Course Pending Approval

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

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
MAFS.912.S-ID.1.2:	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★ Remarks/Examples: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others'

	<p>ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<p>PE.912.C.2.9:</p>	<p>Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.</p> <div data-bbox="508 1050 1365 1213" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Some examples of precautions are hydration and appropriate attire.</p> </div>
<p>PE.912.C.2.23:</p>	<p>Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.</p>
<p>PE.912.C.2.26:</p>	<p>Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.</p>
<p>PE.912.C.2.28:</p>	<p>Interpret and apply the rules associated with specific course activities.</p>
<p>PE.912.L.3.5:</p>	<p>Identify the community opportunities for participation in a variety of physical activities.</p>
<p>PE.912.L.3.4:</p>	<p>Identify the in-school opportunities for participation in a variety of physical activities.</p>
<p>PE.912.L.3.6:</p>	<p>Identify risks and safety factors that may affect physical activity throughout life.</p>
<p>PE.912.R.5.3:</p>	<p>Demonstrate sportsmanship during game situations.</p> <div data-bbox="508 1745 1365 1898" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory</p> </div>

	and defeat.
	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.4:	<p>Remarks/Examples: Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
	Apply sport specific skills in simulation and in real-life applications.
PE.912.M.1.10:	<p>Remarks/Examples: An example of a simulation is a practice setting or lead up activity. An example of a real-life application is a game or performance setting.</p>
PE.912.M.1.22:	Demonstrate proficiency in advanced combinations of motor skills for a variety of individual and dual sports.
PE.912.M.1.23:	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
PE.912.M.1.24:	Apply a combination of complex movement patterns in a game setting.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
	Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking.
PE.912.M.1.26:	<p>Remarks/Examples: An example is placing a shot in an open area away from opponent.</p>
PE.912.M.1.30:	Combine and apply movement patterns from simple to complex.
PE.912.M.1.31:	Demonstrate advanced offensive, defensive and transition strategies and tactics.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to

specific course activities.

Remarks/Examples:

Some examples are balance, force and leverage.

[PE.912.M.1.35:](#)

Select proper equipment and apply all appropriate safety procedures necessary for participation.

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

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

Tennis 3 (#1504520)

Version for Academic Year: 2015 - 2016

Course Number: 1504520

Abbreviated Title: TENNIS 3

Course Length: Semester (S)

Course Status: Draft - Course Pending Approval

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

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

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COURSE STANDARDS

Name	Description
MAFS.912.S-ID.1.2:	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★ Remarks/Examples: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others'

	<p>ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
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Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.

[PE.912.C.2.9:](#)

Remarks/Examples:
Some examples of precautions are hydration and appropriate attire.

PE.912.C.2.21:	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.

<p>PE.912.R.5.3:</p>	<p>Demonstrate sportsmanship during game situations.</p> <p>Remarks/Examples: Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p>
<p>PE.912.R.5.4:</p>	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <p>Remarks/Examples: Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
<p>PE.912.R.5.5:</p>	<p>Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.</p>
<p>PE.912.R.6.3:</p>	<p>Analyze the roles of games, sports and/or physical activities in other cultures.</p>
<p>PE.912.M.1.5:</p>	<p>Apply strategies for self improvement based on individual strengths and needs.</p>
<p>PE.912.M.1.10:</p>	<p>Apply sport specific skills in simulation and in real-life applications.</p> <p>Remarks/Examples: An example of a simulation is a practice setting or lead up activity. An example of a real-life application is a game or performance setting.</p>
<p>PE.912.M.1.22:</p>	<p>Demonstrate proficiency in advanced combinations of motor skills for a variety of individual and dual sports.</p>
<p>PE.912.M.1.23:</p>	<p>Demonstrate proficiency of critical elements when striking with objects, implements or body parts.</p>
<p>PE.912.M.1.24:</p>	<p>Apply a combination of complex movement patterns in a game setting.</p>
<p>PE.912.M.1.26:</p>	<p>Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking.</p> <p>Remarks/Examples: An example is placing a shot in an open area away from opponent.</p>
<p>PE.912.M.1.30:</p>	<p>Combine and apply movement patterns from simple to complex.</p>
<p>PE.912.M.1.32:</p>	<p>Apply sport specific skills in a variety of game settings.</p>
<p>PE.912.M.1.33:</p>	<p>Practice complex motor activities in order to improve performance.</p>
<p>PE.912.M.1.34:</p>	<p>Demonstrate use of the mechanical principles as they apply to</p>

specific course activities.

Remarks/Examples:

Some examples are balance, force and leverage.

[PE.912.M.1.35:](#)

Select proper equipment and apply all appropriate safety procedures necessary for participation.

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

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

Racquetball 1 (#1505430)

Version for Academic Year: 2015 - 2016

Course Number: 1505430

Abbreviated Title: RACQUETBALL 1

Course Length: Semester (S)

Course Status: Draft - Course Pending Approval

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

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

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COURSE STANDARDS

Name	Description
MAFS.912.S-ID.1.2:	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★ Remarks/Examples: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others'

	<p>ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.L.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
PE.912.L.3.6:	Identify risks and safety factors that may affect physical activity throughout life.
	Demonstrate sportsmanship during game situations.
PE.912.R.5.3:	<p>Remarks/Examples: Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.

	<p>Remarks/Examples: Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.23:	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.912.M.1.31:	Demonstrate advanced offensive, defensive and transition strategies and tactics.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.34:	Demonstrate use of the mechanical principles as they apply to specific course activities.
	<p>Remarks/Examples: Some examples are balance, force and leverage.</p>
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

Racquetball 2 (#1505440)

Version for Academic Year: 2015 - 2016

Course Number: 1505440

Abbreviated Title: RACQUETBALL 2

Course Length: Semester (S)

Course Status: Draft - Course Pending Approval

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

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

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COURSE STANDARDS

Name	Description
MAFS.912.S-ID.1.2:	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★ Remarks/Examples: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others'

	<p>ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
PE.912.C.2.21:	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.5:	Identify the community opportunities for participation in a variety of physical activities.
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.
	Demonstrate sportsmanship during game situations.
PE.912.R.5.3:	<div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p> </div>

<p>PE.912.R.5.4:</p>	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Remarks/Examples: Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p> </div>
<p>PE.912.R.5.5:</p>	<p>Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.</p>
<p>PE.912.R.6.3:</p>	<p>Analyze the roles of games, sports and/or physical activities in other cultures.</p>
<p>PE.912.M.1.5:</p>	<p>Apply strategies for self improvement based on individual strengths and needs.</p>
<p>PE.912.M.1.22:</p>	<p>Demonstrate proficiency in advanced combinations of motor skills for a variety of individual and dual sports.</p>
<p>PE.912.M.1.23:</p>	<p>Demonstrate proficiency of critical elements when striking with objects, implements or body parts.</p>
<p>PE.912.M.1.24:</p>	<p>Apply a combination of complex movement patterns in a game setting.</p>
<p>PE.912.M.1.25:</p>	<p>Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.</p>
<p>PE.912.M.1.26:</p>	<p>Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Remarks/Examples: An example is placing a shot in an open area away from opponent.</p> </div>
<p>PE.912.M.1.32:</p>	<p>Apply sport specific skills in a variety of game settings.</p>
<p>PE.912.M.1.33:</p>	<p>Practice complex motor activities in order to improve performance.</p>
<p>PE.912.M.1.34:</p>	<p>Demonstrate use of the mechanical principles as they apply to specific course activities.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Remarks/Examples: Some examples are balance, force and leverage.</p> </div>
<p>PE.912.M.1.35:</p>	<p>Select proper equipment and apply all appropriate safety procedures necessary for participation.</p>
<p>ELD.K12.ELL.1.1:</p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

Volleyball 1 (#1505500)

Version for Academic Year: 2015 - 2016

Course Number: 1505500

Abbreviated Title: VOLLEYBALL 1

Course Length: Semester (S)

Course Status: Draft - Course Pending Approval

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

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
MAFS.912.S-ID.1.2:	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★ Remarks/Examples: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others'

	<p>ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.5:	Identify the community opportunities for participation in a variety of physical activities.
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.
	Demonstrate sportsmanship during game situations.
PE.912.R.5.3:	<p>Remarks/Examples: Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.

	<p>Remarks/Examples: Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
	Apply sport specific skills in simulation and in real-life applications.
PE.912.M.1.10:	<p>Remarks/Examples: An example of a simulation is a practice setting or lead up activity. An example of a real-life application is a game or performance setting.</p>
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.25:	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.912.M.1.30:	Combine and apply movement patterns from simple to complex.
PE.912.M.1.31:	Demonstrate advanced offensive, defensive and transition strategies and tactics.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
	Demonstrate use of the mechanical principles as they apply to specific course activities.
PE.912.M.1.34:	<p>Remarks/Examples: Some examples are balance, force and leverage.</p>
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

Volleyball 2 (#1505510)

Version for Academic Year: 2015 - 2016

Course Number: 1505510

Abbreviated Title: VOLLEYBALL 2

Course Length: Semester (S)

Course Status: Draft - Course Pending Approval

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

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
MAFS.912.S-ID.1.2:	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★ Remarks/Examples: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others'

	<p>ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
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Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.

[PE.912.C.2.9:](#)

Remarks/Examples:
Some examples of precautions are hydration and appropriate attire.

PE.912.C.2.21:	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.5:	Identify the community opportunities for participation in a variety of physical activities.
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.

<p>PE.912.R.5.3:</p>	<p>Demonstrate sportsmanship during game situations.</p> <p>Remarks/Examples: Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p>
<p>PE.912.R.5.4:</p>	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <p>Remarks/Examples: Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
<p>PE.912.R.5.5:</p>	<p>Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.</p>
<p>PE.912.R.6.3:</p>	<p>Analyze the roles of games, sports and/or physical activities in other cultures.</p>
<p>PE.912.M.1.5:</p>	<p>Apply strategies for self improvement based on individual strengths and needs.</p>
<p>PE.912.M.1.10:</p>	<p>Apply sport specific skills in simulation and in real-life applications.</p> <p>Remarks/Examples: An example of a simulation is a practice setting or lead up activity. An example of a real-life application is a game or performance setting.</p>
<p>PE.912.M.1.25:</p>	<p>Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.</p>
<p>PE.912.M.1.26:</p>	<p>Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking.</p> <p>Remarks/Examples: An example is placing a shot in an open area away from opponent.</p>
<p>PE.912.M.1.30:</p>	<p>Combine and apply movement patterns from simple to complex.</p>
<p>PE.912.M.1.31:</p>	<p>Demonstrate advanced offensive, defensive and transition strategies and tactics.</p>
<p>PE.912.M.1.32:</p>	<p>Apply sport specific skills in a variety of game settings.</p>
<p>PE.912.M.1.33:</p>	<p>Practice complex motor activities in order to improve performance.</p>
<p>PE.912.M.1.34:</p>	<p>Demonstrate use of the mechanical principles as they apply to specific course activities.</p>

Remarks/Examples:

Some examples are balance, force and leverage.

[PE.912.M.1.35:](#)

Select proper equipment and apply all appropriate safety procedures necessary for participation.

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

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

Volleyball 3 (#1505520)

Version for Academic Year: 2015 - 2016

Course Number: 1505520

Abbreviated Title: VOLLEYBALL 3

Course Length: Semester (S)

Course Status: Draft - Course Pending Approval

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

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
MAFS.912.S-ID.1.2:	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★ Remarks/Examples: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others'

	<p>ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
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Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.

[PE.912.C.2.9:](#)

Remarks/Examples:
Some examples of precautions are hydration and appropriate attire.

PE.912.C.2.21:	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.26:	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.2.28:	Interpret and apply the rules associated with specific course activities.
PE.912.L.3.5:	Identify the community opportunities for participation in a variety of physical activities.
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.

<p>PE.912.R.5.3:</p>	<p>Demonstrate sportsmanship during game situations.</p> <p>Remarks/Examples: Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p>
<p>PE.912.R.5.4:</p>	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <p>Remarks/Examples: Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
<p>PE.912.R.5.5:</p>	<p>Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.</p>
<p>PE.912.R.6.3:</p>	<p>Analyze the roles of games, sports and/or physical activities in other cultures.</p>
<p>PE.912.M.1.5:</p>	<p>Apply strategies for self improvement based on individual strengths and needs.</p>
<p>PE.912.M.1.10:</p>	<p>Apply sport specific skills in simulation and in real-life applications.</p> <p>Remarks/Examples: An example of a simulation is a practice setting or lead up activity. An example of a real-life application is a game or performance setting.</p>
<p>PE.912.M.1.23:</p>	<p>Demonstrate proficiency of critical elements when striking with objects, implements or body parts.</p>
<p>PE.912.M.1.25:</p>	<p>Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.</p>
<p>PE.912.M.1.26:</p>	<p>Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking.</p> <p>Remarks/Examples: An example is placing a shot in an open area away from opponent.</p>
<p>PE.912.M.1.30:</p>	<p>Combine and apply movement patterns from simple to complex.</p>
<p>PE.912.M.1.32:</p>	<p>Apply sport specific skills in a variety of game settings.</p>
<p>PE.912.M.1.33:</p>	<p>Practice complex motor activities in order to improve performance.</p>
<p>PE.912.M.1.34:</p>	<p>Demonstrate use of the mechanical principles as they apply to specific course activities.</p>

Remarks/Examples:

Some examples are balance, force and leverage.

[PE.912.M.1.35:](#)

Select proper equipment and apply all appropriate safety procedures necessary for participation.

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

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

Wrestling 1 (#1505550)

Version for Academic Year: 2015 - 2016

Course Number: 1505550

Abbreviated Title: WRESTLING 1

Course Length: Semester (S)

Course Status: Draft - Course Pending Approval

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

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
MAFS.912.S-ID.1.2:	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★ Remarks/Examples: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others'

	<p>ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<p>PE.912.C.2.24:</p>	<p>Analyze the mechanical principles as they apply to specific course activities.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Some examples are balance, force and leverage.</p> </div>
<p>PE.912.C.2.28:</p>	<p>Interpret and apply the rules associated with specific course activities.</p>
<p>PE.912.L.3.2:</p>	<p>Participate in a variety of activities that promote the health-related components of fitness.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p> </div>
<p>PE.912.R.5.3:</p>	<p>Demonstrate sportsmanship during game situations.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p> </div>
<p>PE.912.R.5.4:</p>	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p>

	<p>Remarks/Examples: Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
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.
PE.912.M.1.31:	Demonstrate advanced offensive, defensive and transition strategies and tactics.
PE.912.M.1.32:	Apply sport specific skills in a variety of game settings.
PE.912.M.1.34:	<p>Demonstrate use of the mechanical principles as they apply to specific course activities.</p> <p>Remarks/Examples: Some examples are balance, force and leverage.</p>
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

Wrestling 2 (#1505560)

Version for Academic Year: 2015 - 2016

Course Number: 1505560

Abbreviated Title: WRESTLING 2

Course Length: Semester (S)

Course Status: Draft - Course Pending Approval

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

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
MAFS.912.A-REI.4.10:	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
MAFS.912.S-ID.1.2:	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★ Remarks/Examples: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

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

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

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

[PE.912.C.2.21:](#)

Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.

[PE.912.C.2.23:](#)

Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.

[PE.912.C.2.24:](#)

Analyze the mechanical principles as they apply to specific course activities.

Remarks/Examples:

Some examples are balance, force and leverage.

[PE.912.C.2.26:](#)

Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.

[PE.912.C.2.28:](#)

Interpret and apply the rules associated with specific course activities.

Participate in a variety of activities that promote the health-related components of fitness.

[PE.912.L.3.2:](#)

Remarks/Examples:

The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.

PE.912.R.5.3:	<p>Demonstrate sportsmanship during game situations.</p> <p>Remarks/Examples: Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.4:	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <p>Remarks/Examples: Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.5:	<p>Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.</p>
PE.912.R.6.3:	<p>Analyze the roles of games, sports and/or physical activities in other cultures.</p>
PE.912.M.1.5:	<p>Apply strategies for self improvement based on individual strengths and needs.</p>
PE.912.M.1.13:	<p>Perform a student-designed cardiorespiratory enhancing workout.</p>
PE.912.M.1.19:	<p>Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.</p>
PE.912.M.1.26:	<p>Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking.</p> <p>Remarks/Examples: An example is placing a shot in an open area away from opponent.</p>
PE.912.M.1.32:	<p>Apply sport specific skills in a variety of game settings.</p>
PE.912.M.1.34:	<p>Demonstrate use of the mechanical principles as they apply to specific course activities.</p> <p>Remarks/Examples: Some examples are balance, force and leverage.</p>
PE.912.M.1.35:	<p>Select proper equipment and apply all appropriate safety procedures necessary for participation.</p>
ELD.K12.ELL.1.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

HOPE-Physical Education Variation (#1506320)

Version for Academic Year: 2015 - 2016

Course Number: 1506320

Abbreviated Title: HOPE-PE V

Number of Credits: One credit (1)

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

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

VERSION DESCRIPTION

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will combine the learning of principles and background information in a classroom setting with physical application of the knowledge. A majority of class time should be spent in physical activity.

In addition to the physical education content represented in the benchmarks below, specific health education topics within this course include, but are not limited to:

Mental/Social Health
Physical Activity
Components of Physical Fitness
Nutrition and Wellness Planning
Diseases and Disorders
Health Advocacy

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
MAFS.912.S-ID.1.2:	<p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Remarks/Examples: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p> </div>
LAFS.910.RL.2.4:	<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

LAFS.910.L.3.6:	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
HE.912.P.7.1:	<p>Analyze the role of individual responsibility in enhancing health.</p> <div data-bbox="508 426 1369 625" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.</p> </div>
HE.912.P.7.2:	<p>Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.</p> <div data-bbox="508 709 1369 940" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.</p> </div>
HE.912.P.8.1:	<p>Demonstrate how to influence and support others in making positive health choices.</p> <div data-bbox="508 1031 1369 1262" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.</p> </div>
HE.912.P.8.3:	<p>Work cooperatively as an advocate for improving personal, family, and community health.</p> <div data-bbox="508 1350 1369 1619" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.</p> </div>
HE.912.C.1.2:	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.</p> <div data-bbox="508 1707 1369 1854" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger</p> </div>

	management, and regular exercise.
HE.912.C.1.4:	Propose strategies to reduce or prevent injuries and health problems. Remarks/Examples: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
HE.912.C.1.5:	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases. Remarks/Examples: Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.
HE.912.C.1.7:	Analyze how heredity and family history can impact personal health. Remarks/Examples: 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. Remarks/Examples: 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.
PE.912.C.2.6:	Compare and contrast the health-related benefits of various physical activities.
PE.912.C.2.7:	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.2.8:	Differentiate between the three different types of heat illnesses associated with fluid loss. Remarks/Examples: The three types of heat illnesses are heat cramps, heat exhaustion and heat stroke.
PE.912.C.2.9:	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.

	<p>Remarks/Examples: Some examples of precautions are hydration and appropriate attire.</p>
PE.912.C.2.10:	Analyze long-term benefits of regularly participating in physical activity.
PE.912.C.2.11:	<p>Explain how each of the health-related components of fitness are improved through the application of training principles.</p> <p>Remarks/Examples: The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
PE.912.C.2.12:	Compare and contrast aerobic versus anaerobic activities.
PE.912.C.2.13:	Document food intake, calories consumed and energy expended through physical activity and analyze the results.
PE.912.C.2.14:	<p>Compare and contrast the skill-related components of fitness used in various physical activities.</p> <p>Remarks/Examples: The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.</p>
PE.912.C.2.15:	Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.
PE.912.C.2.16:	<p>Explain the methods of monitoring levels of intensity during aerobic activity.</p> <p>Remarks/Examples: Some examples are a talk test, rate of perceived exertion and checking one's heart rate/pulse.</p>
PE.912.C.2.17:	<p>Assess physiological effects of exercise during and after physical activity.</p> <p>Remarks/Examples: Some examples are breathing, resting heart rate and blood pressure.</p>
PE.912.C.2.18:	<p>Differentiate between fact and fallacy as it relates to consumer physical fitness products and programs.</p> <p>Remarks/Examples: Some examples are weight-loss pills, food labels and exercise</p>

	equipment.
PE.912.C.2.22:	<p>Explain the skill-related components of fitness and how they enhance performance levels.</p> <p>Remarks/Examples: The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.</p>
PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.27:	<p>Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.</p> <p>Remarks/Examples: Some examples are volleyball and tennis serve, surfing and skate boarding.</p>
HE.912.C.2.1:	<p>Analyze how the family influences the health of individuals.</p> <p>Remarks/Examples: Nutritional management of meals, composition of and relationships within families, and health-insurance status.</p>
HE.912.C.2.2:	<p>Compare how peers influence healthy and unhealthy behaviors.</p> <p>Remarks/Examples: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
HE.912.C.2.3:	<p>Assess how the school and community can affect personal health practice and behaviors.</p> <p>Remarks/Examples: Healthier foods, required health education, health screenings, and enforcement of “no tolerance” policies related to all forms of violence, and AED availability and training.</p>
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

	<p>Remarks/Examples: Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
<p>HE.912.C.2.5:</p>	<p>Evaluate the effect of media on personal and family health.</p> <p>Remarks/Examples: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
<p>HE.912.C.2.6:</p>	<p>Evaluate the impact of technology on personal, family, and community health.</p> <p>Remarks/Examples: Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.</p>
<p>HE.912.C.2.7:</p>	<p>Analyze how culture supports and challenges health beliefs, practices, and behaviors.</p> <p>Remarks/Examples: Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</p>
<p>HE.912.C.2.8:</p>	<p>Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>Remarks/Examples: Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.</p>
<p>HE.912.C.2.9:</p>	<p>Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.</p> <p>Remarks/Examples: Social conformity, self-discipline, and impulse vs. delayed gratification.</p>
<p>PE.912.L.3.1:</p>	<p>Participate in a variety of physical activities to meet the</p>

	recommended number of minutes of moderate to vigorous physical activity beyond physical education on five or more days of the week.
PE.912.L.3.5:	Identify the community opportunities for participation in a variety of physical activities.
PE.912.L.3.2:	Participate in a variety of activities that promote the health-related components of fitness. Remarks/Examples: 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.3.4:	Identify the in-school opportunities for participation in a variety of physical activities.
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. Remarks/Examples: Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.
PE.912.L.4.2:	Identify ways to self-assess and modify a personal fitness program.
PE.912.L.4.3:	Identify strategies for setting goals when developing a personal fitness program.
PE.912.L.4.4:	Use available technology to assess, design and evaluate a personal fitness program.
PE.912.L.4.5:	Apply the principles of training to personal fitness goals. Remarks/Examples: Some examples of training principles are overload, specificity and progression.
PE.912.L.4.6:	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
PE.912.L.4.7:	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
PE.912.R.5.2:	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
PE.912.R.5.3:	Demonstrate sportsmanship during game situations.

	<p>Remarks/Examples: Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p>
	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
PE.912.R.5.4:	<p>Remarks/Examples: Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of 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.
	Analyze physical activities from which benefits can be derived.
PE.912.R.6.2:	<p>Remarks/Examples: Some examples of potential benefits are physical, mental, emotional and social.</p>
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.
PE.912.M.1.12:	<p>Remarks/Examples: An example is performing plyometrics.</p>
PE.912.M.1.13:	Perform a student-designed cardiorespiratory enhancing workout.
	Utilize technology to assess, enhance and maintain health and skill-related fitness levels.
PE.912.M.1.14:	<p>Remarks/Examples: Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes or digital cameras.</p>
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.16:	Apply the principles of training and conditioning to accommodate

	individual needs and strengths.
	<div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Some examples of training principles are overload, specificity and progression.</p> </div>
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
	Demonstrate use of the mechanical principles as they apply to specific course activities.
PE.912.M.1.34:	<div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Some examples are balance, force and leverage.</p> </div>
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

HOPE-Physical Education (Core) (#3026010)

Version for Academic Year: 2015 - 2016

Course Number: 3026010

Abbreviated Title: HOPE

Number of Credits: One credit (1)

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

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

VERSION DESCRIPTION

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will realize the full benefit of this course when it is taught with an integrated approach.

In addition to the physical education content represented in the benchmarks below, specific health education topics within this course include, but are not limited to:

Mental/Social Health
Physical Activity
Components of Physical Fitness
Nutrition and Wellness Planning
Diseases and Disorders
Health Advocacy
First Aid/CPR
Alcohol, Tobacco, and Drug Prevention
Human Sexuality including Abstinence and HIV
Internet Safety

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

need for communication and social skills.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
MAFS.912.S-ID.1.2:	<p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★</p> <div data-bbox="545 730 1369 1003" style="border: 1px solid black; padding: 5px;"><p>Remarks/Examples: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p></div>
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none">a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on

	<p>key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<p>LAFS.910.L.3.6:</p>	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p>LAFS.910.WHST.2.6:</p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>
<p>HE.912.B.4.2:</p>	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <div data-bbox="545 1136 1369 1299" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Validate other’s opinions, use direct statement, use active statement, and offer alternatives.</p> </div>
<p>HE.912.B.4.3:</p>	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <div data-bbox="545 1383 1369 1547" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p> </div>
<p>HE.912.B.4.4:</p>	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <div data-bbox="545 1631 1369 1795" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Verbal and written communication, active listening, and how to seek help for a friend.</p> </div>
<p>HE.912.B.5.1:</p>	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p>

	<p>Remarks/Examples: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
<p>HE.912.B.5.2:</p>	<p>Generate alternatives to health-related issues or problems.</p> <p>Remarks/Examples: Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.</p>
<p>HE.912.B.5.3:</p>	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others.</p> <p>Remarks/Examples: Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.</p>
<p>HE.912.B.5.4:</p>	<p>Assess whether individual or collaborative decision making is needed to make a healthy decision.</p> <p>Remarks/Examples: Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.</p>
<p>HE.912.B.6.1:</p>	<p>Evaluate personal health practices and overall health status to include all dimensions of health.</p> <p>Remarks/Examples: Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.</p>
<p>HE.912.B.6.2:</p>	<p>Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.</p> <p>Remarks/Examples: Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a</p>

	wellness-program plan.
HE.912.B.6.3:	<p>Implement strategies and monitor progress in achieving a personal health goal.</p> <p>Remarks/Examples: Stress management, time out, using of a squeeze ball when frustrated, talking with a friend or professional, pacing yourself, setting realistic expectations, using rewards, getting support, and wellness promotion.</p>
HE.912.B.6.4:	<p>Formulate an effective long-term personal health plan.</p> <p>Remarks/Examples: Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p>
HE.912.P.7.1:	<p>Analyze the role of individual responsibility in enhancing health.</p> <p>Remarks/Examples: Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.</p>
HE.912.P.7.2:	<p>Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.</p> <p>Remarks/Examples: Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.</p>
HE.912.P.8.1:	<p>Demonstrate how to influence and support others in making positive health choices.</p> <p>Remarks/Examples: Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.</p>
HE.912.P.8.3:	<p>Work cooperatively as an advocate for improving personal, family, and community health.</p>

	<p>Remarks/Examples: Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.</p>
HE.912.C.1.1:	<p>Predict how healthy behaviors can affect health status.</p> <p>Remarks/Examples: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
HE.912.C.1.2:	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.</p> <p>Remarks/Examples: Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
HE.912.C.1.4:	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <p>Remarks/Examples: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
HE.912.C.1.5:	<p>Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.</p> <p>Remarks/Examples: Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.</p>
HE.912.C.1.7:	<p>Analyze how heredity and family history can impact personal health.</p> <p>Remarks/Examples: Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.</p>
HE.912.C.1.8:	<p>Assess the degree of susceptibility to injury, illness, or death if</p>

engaging in unhealthy/risky behaviors.

Remarks/Examples:

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.

[PE.912.C.2.6:](#)

Compare and contrast the health-related benefits of various physical activities.

[PE.912.C.2.7:](#)

Evaluate the effectiveness of specific warm-up and cool-down activities.

[PE.912.C.2.8:](#)

Differentiate between the three different types of heat illnesses associated with fluid loss.

Remarks/Examples:

The three types of heat illnesses are heat cramps, heat exhaustion and heat stroke.

[PE.912.C.2.9:](#)

Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.

Remarks/Examples:

Some examples of precautions are hydration and appropriate attire.

[PE.912.C.2.10:](#)

Analyze long-term benefits of regularly participating in physical activity.

[PE.912.C.2.11:](#)

Explain how each of the health-related components of fitness are improved through the application of training principles.

Remarks/Examples:

The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.

[PE.912.C.2.12:](#)

Compare and contrast aerobic versus anaerobic activities.

[PE.912.C.2.13:](#)

Document food intake, calories consumed and energy expended through physical activity and analyze the results.

[PE.912.C.2.14:](#)

Compare and contrast the skill-related components of fitness used in various physical activities.

Remarks/Examples:

The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.

PE.912.C.2.15:	Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.
PE.912.C.2.16:	<p>Explain the methods of monitoring levels of intensity during aerobic activity.</p> <p>Remarks/Examples: Some examples are a talk test, rate of perceived exertion and checking one's heart rate/pulse.</p>
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PE.912.C.2.23:	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
PE.912.C.2.25:	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
PE.912.C.2.27:	<p>Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.</p> <p>Remarks/Examples: Some examples are volleyball and tennis serve, surfing and skate boarding.</p>
HE.912.C.2.1:	<p>Analyze how the family influences the health of individuals.</p> <p>Remarks/Examples: Nutritional management of meals, composition of and relationships within families, and health-insurance status.</p>

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<p>HE.912.C.2.6:</p>	<p>Evaluate the impact of technology on personal, family, and community health.</p> <p>Remarks/Examples: Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.</p>
<p>HE.912.C.2.7:</p>	<p>Analyze how culture supports and challenges health beliefs, practices, and behaviors.</p>

	<p>Remarks/Examples: Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</p>
HE.912.C.2.8:	<p>Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>Remarks/Examples: Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.</p>
HE.912.C.2.9:	<p>Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.</p> <p>Remarks/Examples: Social conformity, self-discipline, and impulse vs. delayed gratification.</p>
PE.912.L.3.1:	<p>Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity beyond physical education on five or more days of the week.</p>
PE.912.L.3.5:	<p>Identify the community opportunities for participation in a variety of physical activities.</p>
PE.912.L.3.2:	<p>Participate in a variety of activities that promote the health-related components of fitness.</p> <p>Remarks/Examples: The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
PE.912.L.3.3:	<p>Identify a variety of activities that promote effective stress management.</p>
PE.912.L.3.4:	<p>Identify the in-school opportunities for participation in a variety of physical activities.</p>
PE.912.L.3.6:	<p>Identify risks and safety factors that may affect physical activity throughout life.</p>
PE.912.L.4.1:	<p>Design a personal fitness program.</p> <p>Remarks/Examples: Some examples of things to consider when designing a personal fitness program are timelines and current fitness</p>

	level.
PE.912.L.4.2:	Identify ways to self-assess and modify a personal fitness program.
PE.912.L.4.3:	Identify strategies for setting goals when developing a personal fitness program.
PE.912.L.4.4:	Use available technology to assess, design and evaluate a personal fitness program.
PE.912.L.4.5:	Apply the principles of training to personal fitness goals. Remarks/Examples: Some examples of training principles are overload, specificity and progression.
PE.912.L.4.6:	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
PE.912.L.4.7:	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
PE.912.R.5.2:	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
PE.912.R.5.3:	Demonstrate sportsmanship during game situations. Remarks/Examples: Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.
PE.912.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. Remarks/Examples: Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.
PE.912.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of 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.

	<p>Remarks/Examples: Some examples of potential benefits are physical, mental, emotional and social.</p>
PE.912.R.6.3:	Analyze the roles of games, sports and/or physical activities in other cultures.
PE.912.M.1.12:	<p>Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.</p> <p>Remarks/Examples: An example is performing plyometrics.</p>
PE.912.M.1.13:	Perform a student-designed cardiorespiratory enhancing workout.
PE.912.M.1.14:	<p>Utilize technology to assess, enhance and maintain health and skill-related fitness levels.</p> <p>Remarks/Examples: Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes or digital cameras.</p>
PE.912.M.1.15:	Select and apply sport/activity specific warm-up and cool-down techniques.
PE.912.M.1.16:	<p>Apply the principles of training and conditioning to accommodate individual needs and strengths.</p> <p>Remarks/Examples: Some examples of training principles are overload, specificity and progression.</p>
PE.912.M.1.17:	Demonstrate basic cardiopulmonary resuscitation (CPR) procedures.
PE.912.M.1.19:	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
PE.912.M.1.33:	Practice complex motor activities in order to improve performance.
PE.912.M.1.34:	<p>Demonstrate use of the mechanical principles as they apply to specific course activities.</p> <p>Remarks/Examples: Some examples are balance, force and leverage.</p>
PE.912.M.1.35:	Select proper equipment and apply all appropriate safety procedures necessary for participation.

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

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

M/J Health 1 (#0800000)

Version for Academic Year: 2015 - 2016

Course Number: 0800000

Abbreviated Title: M/J HEALTH 1

Course Length: Year (Y)

Course Type: Elective

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

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.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

Name	Description
MAFS.6.SP.1.1:	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.</i>
MAFS.6.SP.1.2:	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
LAFS.6.RI.3.8:	Trace and evaluate the argument and specific claims in a text,

	distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.W.1.1:	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented.
LAFS.6.SL.2.5:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
HE.6.B.3.1:	<p>Examine the validity of health information, and determine the cost of health products, and services.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Advertisements, Internet, infomercials, articles, flyers, diet supplements, generic vs. name brand, individual fitness plan vs. gym membership, and private lessons vs. recreational play.</p> </div>
HE.6.B.3.3:	<p>Investigate a variety of technologies to gather health information.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Thermometer, television, Internet, audio books, and technology tools.</p> </div>
HE.6.B.3.4:	<p>Describe situations when professional health services may be required.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Injuries, influenza, depression, substance use and abuse, child abuse, and domestic violence.</p> </div>
HE.6.C.1.2:	<p>Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples:</p> </div>

	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. Remarks/Examples: 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. Remarks/Examples: Acne, eating disorders, suicide/depression, and puberty.
HE.6.C.1.5:	Explain how body systems are impacted by hereditary factors and infectious agents. Remarks/Examples: 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. Remarks/Examples: Orthodontia, substance-abuse misuse prevention, hearing and vision screening, and prevention of communicable diseases.
HE.6.C.1.7:	Recognize how heredity can affect personal health. Remarks/Examples: Risk factors for diseases such as heart disease or cancers, poor vision, and allergies/asthma.
HE.6.C.1.8:	Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors. Remarks/Examples: Obesity related to poor nutrition and inactivity, cancer and chronic lung disease related to tobacco use, injuries caused from failure to use seat restraint, and sexually transmitted diseases caused by sexual activity.
HE.6.B.4.1:	Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health.

	<p>Remarks/Examples: Role playing, short stories, and open-ended scenarios.</p>
HE.6.B.4.2:	<p>Practice refusal skills and negotiation skills to reduce health risks.</p> <p>Remarks/Examples: Assertiveness, compromising, and use of "I" messages.</p>
HE.6.B.4.3:	<p>Demonstrate effective conflict-management and/or resolution strategies.</p> <p>Remarks/Examples: Talk to an adult, anger management, and conflict mediation.</p>
HE.6.B.4.4:	<p>Compile ways to ask for assistance to enhance the health of self and others.</p> <p>Remarks/Examples: Verbalize, write, and ask others for help.</p>
HE.6.B.5.1:	<p>Investigate health-related situations that require the application of a thoughtful decision-making process.</p> <p>Remarks/Examples: Peer pressure, exposure to unsupervised firearms, and tobacco use.</p>
HE.6.B.5.2:	<p>Choose healthy alternatives over unhealthy alternatives when making a decision.</p> <p>Remarks/Examples: Not smoking, limiting sedentary activity, and practicing good character.</p>
HE.6.B.5.3:	<p>Specify the potential outcomes of each option when making a health-related decision.</p> <p>Remarks/Examples: Physical, social, emotional, financial, and legal consequences, and emergency preparedness.</p>
HE.6.B.5.4:	<p>Distinguish between the need for individual or collaborative decision-making.</p> <p>Remarks/Examples: Consider the severity of the situation, consider personal skills,</p>

	and consider when someone is a danger to self or others.
	Predict the potential outcomes of a health-related decision.
HE.6.B.5.5:	Remarks/Examples: Prescription drug use/abuse, eating disorders, depression, and sexual behavior.
	Use various methods to measure personal health status.
HE.6.B.6.1:	Remarks/Examples: BMI, surveys, heart-rate monitors, pedometer, blood-pressure cuff, and stress-management techniques.
	Develop an individual goal to adopt, maintain, or improve a personal health practice.
HE.6.B.6.2:	Remarks/Examples: Physical activity, eating habits, safety habits, computer use/safety, bullying-prevention skills, and personal hygiene.
	Determine strategies and skills needed to attain a personal health goal.
HE.6.B.6.3:	Remarks/Examples: Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and injury-prevention measures.
	Monitor progress toward attaining a personal health goal.
HE.6.B.6.4:	Remarks/Examples: Checklist, diary, log, computer software, and websites.
	Explain the importance of assuming responsibility for personal-health behaviors.
HE.6.P.7.1:	Remarks/Examples: Medical/dental checkups, resisting peer pressure, and healthy relationships.
	Write about healthy practices and behaviors that will maintain or improve personal health and reduce health risks.
HE.6.P.7.2:	Remarks/Examples: Hygiene, healthy relationship skills, sleep, fitness, influences of advertising, internet safety, and avoidance of substance

	abuse including inhalants.
HE.6.P.8.1:	<p>Practice how to influence and support others when making positive health choices.</p> <p>Remarks/Examples: Encourage others to read food labels, promote physical activity, encourage practice of universal precautions, and leading by example.</p>
HE.6.P.8.2:	<p>State a health-enhancing position on a topic and support it with accurate information.</p> <p>Remarks/Examples: Tobacco laws, zero-tolerance policies, drinking laws, and bullying laws.</p>
HE.6.P.8.3:	<p>Work cooperatively to advocate for healthy individuals, families, and schools.</p> <p>Remarks/Examples: Media campaigns, posters, skits, and PSAs.</p>
HE.6.P.8.4:	<p>Identify ways health messages and communication techniques can be targeted for different audiences.</p> <p>Remarks/Examples: Surveys, advertisements, music, and clothing.</p>
HE.6.C.2.1:	<p>Examine how family influences the health of adolescents.</p> <p>Remarks/Examples: Controls for media viewing and social networking, consistent family rules, family's diet and physical activity, and family modeling relationship behaviors.</p>
HE.6.C.2.2:	<p>Examine how peers influence the health of adolescents.</p> <p>Remarks/Examples: Conflict resolution skills, reproductive-health misinformation, and spreading rumors.</p>
HE.6.C.2.3:	<p>Identify the impact of health information conveyed to students by the school and community.</p> <p>Remarks/Examples: First-aid education program, refusal-skills practice, and</p>

	healthy body composition: BMI.
HE.6.C.2.4:	<p>Investigate school and public health policies that influence health promotion and disease prevention.</p> <p>Remarks/Examples: Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.</p>
HE.6.C.2.5:	<p>Examine how media influences peer and community health behaviors.</p> <p>Remarks/Examples: Derogatory lyrics in music, anti-drug PSAs, sports beverage commercials, and Internet safety.</p>
HE.6.C.2.6:	<p>Propose ways that technology can influence peer and community health behaviors.</p> <p>Remarks/Examples: Internet social media/networking sites, heart-rate monitors, and cross-walk signals.</p>
HE.6.C.2.7:	<p>Investigate cultural changes related to health beliefs and behaviors.</p> <p>Remarks/Examples: School breakfast programs, fast- food menus, and nutritional guidelines for snack machines, fitness programs, and school wellness programs.</p>
HE.6.C.2.8:	<p>Determine how social norms may impact healthy and unhealthy behavior.</p> <p>Remarks/Examples: Alcohol, tobacco and inhalant-use, bullying behaviors, and walking/biking vs. riding in a vehicle to a close location.</p>
HE.6.C.2.9:	<p>Identify the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.</p> <p>Remarks/Examples: Curiosity, interests, fears, likes, and dislikes.</p>
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Health 2 (#0800010)

Version for Academic Year: 2015 - 2016

Course Number: 0800010

Abbreviated Title: M/J HEALTH 2

Course Length: Year (Y)

Course Type: Elective

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

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.
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.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

Name	Description
MAFS.7.SP.1.1:	Understand that statistics can be used to gain information about a population by examining a sample of the population;

	<p>generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.</p>
LAFS.7.RI.1.3:	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
LAFS.7.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.7.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
LAFS.7.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
HE.7.B.3.1:	<p>Analyze the validity of health information, products, and services.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Advertisements, health-claim articles, personal-care product claims, and tobacco-use information, internet searches, store visits, newspaper use, phonebook search, and personal call to sources for information.</p> </div>
HE.7.B.3.3:	Compare a variety of technologies to gather health information.

	<p>Remarks/Examples: WebMD vs. Wikipedia, home blood pressure/thermometer vs. physician’s office equipment, and mobile diagnostic imaging vs. hospital MRI.</p>
<p>HE.7.B.3.4:</p>	<p>Differentiate among professional health services that may be required.</p> <p>Remarks/Examples: Dentist vs. orthodontist, family physician vs. specialist, and school guidance counselor vs. psychologist.</p>
<p>HE.7.B.4.1:</p>	<p>Apply effective communication skills when interacting with others to enhance health.</p> <p>Remarks/Examples: Clear and concise words, nonverbal language, discussion, "I" messages, and assertive vs. passive or aggressive communication.</p>
<p>HE.7.B.4.2:</p>	<p>Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks.</p> <p>Remarks/Examples: Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.</p>
<p>HE.7.B.4.3:</p>	<p>Articulate the possible causes of conflict among youth in schools and communities.</p> <p>Remarks/Examples: Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.</p>
<p>HE.7.B.4.4:</p>	<p>Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>Remarks/Examples: “I” messages, ask on behalf of a friend, written request, riding in a vehicle with someone who is intoxicated, and bullying.</p>
<p>HE.7.C.1.1:</p>	<p>Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health.</p> <p>Remarks/Examples:</p>

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

	Abuse of over-the-counter medications, sexually transmitted diseases and sexually transmitted infections from sexual relationships, injury, or death from unsupervised handling of firearms, and physical/emotional injury, or impact from abusive dating partner.
HE.7.B.5.2:	<p>Select healthy alternatives over unhealthy alternatives when making a decision.</p> <p>Remarks/Examples: Proper prescription-drug use, using safety equipment, Internet safety, and managing stress.</p>
HE.7.B.5.4:	<p>Determine when individual or collaborative decision-making is appropriate.</p> <p>Remarks/Examples: Over-the-counter drug use, harassment, gang involvement; and can the outcome result in harm or loss of life?</p>
HE.7.B.5.5:	<p>Predict the short and long-term consequences of engaging in health-risk behaviors.</p> <p>Remarks/Examples: Driving under the influence, lack of exercise, and poor diet.</p>
HE.7.B.6.1:	<p>Analyze personal beliefs as they relate to health practices.</p> <p>Remarks/Examples: Weight management through physical activity, disease prevention through hand washing, sharing personal information, and abstinence.</p>
HE.7.B.6.2:	<p>Devise an individual goal (short or long term) to adopt, maintain, or improve a personal health practice.</p> <p>Remarks/Examples: Participation in organized activities/sports, eating breakfast, safety habits, computer use/safety, and conflict resolution.</p>
HE.7.B.6.3:	<p>Explain strategies and skills needed to assess progress and maintenance of a personal health goal.</p>

	<p>Remarks/Examples: Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and rewarding milestones.</p>
HE.7.P.7.1:	<p>Examine the importance of assuming responsibility for personal-health behaviors.</p> <p>Remarks/Examples: Physical activity, eating habits, stress management, quality of life, sexual behaviors, and adequate sleep.</p>
HE.7.P.7.2:	<p>Experiment with behaviors that will maintain or improve personal health and reduce health risks.</p> <p>Remarks/Examples: Peer-refusal skills, problem-solving skills, and engaging in respectful equality-based relationships.</p>
HE.7.P.8.1:	<p>Utilize the influence of others to promote positive health choices.</p> <p>Remarks/Examples: Seeking help from school support staff, practicing conflict resolution, and making wise consumer purchases.</p>
HE.7.P.8.2:	<p>Articulate a position on a health-related issue and support it with accurate health information.</p> <p>Remarks/Examples: Bullying prevention, Internet safety, and nutritional choices.</p>
HE.7.P.8.3:	<p>Work cooperatively to advocate for healthy individuals, peers, and families.</p> <p>Remarks/Examples: Assist with or conduct needs assessments, write advocacy letters, and volunteer at information kiosks.</p>
HE.7.P.8.4:	<p>Analyze ways health messages can target different audiences.</p> <p>Remarks/Examples: Print media, broadcast media, billboards, and Internet resources.</p>
HE.7.C.2.1:	<p>Examine how family health behaviors influence health of adolescents.</p>

	<p>Remarks/Examples: Family meals together, smoking in home, alcohol consumption by family members, and mental illness in the family.</p>
<p>HE.7.C.2.2:</p>	<p>Examine how peers may influence the health behaviors of adolescents.</p> <p>Remarks/Examples: Modeling self-confidence, trying new food, prejudices, modeling unhealthy/violent behavior, and pressure to smoke and drink.</p>
<p>HE.7.C.2.3:</p>	<p>Examine how the school and community may influence the health behaviors of adolescents.</p> <p>Remarks/Examples: Gun-lock promotion, fire/tornado drills, school dress codes, banning gang items, and food choices in school.</p>
<p>HE.7.C.2.5:</p>	<p>Analyze how messages from media influence health behaviors.</p> <p>Remarks/Examples: Sports figures promoting fast food, provocative images in film/print advertisements; coolness/appeal of smoking; and dangerous, life- threatening stunts.</p>
<p>HE.7.C.2.6:</p>	<p>Evaluate the influence of technology in locating valid health information.</p> <p>Remarks/Examples: Specific health sites to acquire valid health information: CDC, NIH, NIDA, and local health organizations; and Internet and cell phone apps.</p>
<p>HE.7.C.2.7:</p>	<p>Determine how cultural changes related to health beliefs and behaviors impact personal health.</p> <p>Remarks/Examples: Americanization of fast food across the globe; infant feeding, breast vs. bottle; prevalence of diabetes; cell- phone use; and timeliness of emergency response.</p>
<p>HE.7.C.2.8:</p>	<p>Evaluate how changes in social norms impact healthy and unhealthy behavior.</p> <p>Remarks/Examples:</p>

	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. Remarks/Examples: Social conformity, social status/appearance, experimentation with drugs, food relationships, and spirituality.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Health 2 & Career Planning (#0800015)

Version for Academic Year: 2015 - 2016

Course Number: 0800015

Abbreviated Title: M/J HEALTH 2 & CAR P

Course Length: Year (Y)

Course Type: Elective

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

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.

STUDENTS WILL:

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

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

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.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

Name	Description
MAFS.7.SP.1.1:	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
LAFS.7.RI.1.3:	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

[LAFS.7.RI.3.8:](#)

Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

[LAFS.7.W.3.8:](#)

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

[LAFS.7.SL.1.1:](#)

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d. Acknowledge new information expressed by others and, when warranted, modify their own views.

[LAFS.7.SL.2.6:](#)

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

[LAFS.68.WHST.2.6:](#)

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

[HE.7.B.3.1:](#)

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

Remarks/Examples:

Advertisements, health-claim articles, personal-care product claims, and tobacco-use information, internet searches, store visits, newspaper use, phonebook search, and personal call to sources for information.

[HE.7.B.3.3:](#)

Compare a variety of technologies to gather health information.

Remarks/Examples:

WebMD vs. Wikipedia, home blood pressure/thermometer vs. physician's office equipment, and mobile diagnostic imaging vs. hospital MRI.

<p>HE.7.B.3.4:</p>	<p>Differentiate among professional health services that may be required.</p> <p>Remarks/Examples: Dentist vs. orthodontist, family physician vs. specialist, and school guidance counselor vs. psychologist.</p>
<p>HE.7.B.4.1:</p>	<p>Apply effective communication skills when interacting with others to enhance health.</p> <p>Remarks/Examples: Clear and concise words, nonverbal language, discussion, "I" messages, and assertive vs. passive or aggressive communication.</p>
<p>HE.7.B.4.2:</p>	<p>Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks.</p> <p>Remarks/Examples: Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.</p>
<p>HE.7.B.4.3:</p>	<p>Articulate the possible causes of conflict among youth in schools and communities.</p> <p>Remarks/Examples: Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.</p>
<p>HE.7.B.4.4:</p>	<p>Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>Remarks/Examples: "I" messages, ask on behalf of a friend, written request, riding in a vehicle with someone who is intoxicated, and bullying.</p>
<p>HE.7.C.1.1:</p>	<p>Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health.</p> <p>Remarks/Examples: Teen pregnancy, caloric balance, time management, and conflict resolution.</p>
<p>HE.7.C.1.2:</p>	<p>Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated.</p>

	<p>Remarks/Examples: Stress/exams, self-esteem/body weight, emotional stress/illness, and interpersonal relationships/peer refusal.</p>
<p>HE.7.C.1.3:</p>	<p>Analyze how environmental factors affect personal health.</p> <p>Remarks/Examples: Food refrigeration, appropriate home heating and cooling, air/water quality, and garbage/trash collection.</p>
<p>HE.7.C.1.4:</p>	<p>Describe ways to reduce or prevent injuries and adolescent health problems.</p> <p>Remarks/Examples: Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.</p>
<p>HE.7.C.1.5:</p>	<p>Classify infectious agents and their modes of transmission to the human body.</p> <p>Remarks/Examples: HIV by sexual transmission and/or shared needles, Lyme disease by vectors, and staphylococcus by direct/indirect contact.</p>
<p>HE.7.C.1.6:</p>	<p>Explain how appropriate health care can promote personal health.</p> <p>Remarks/Examples: Registered dietitian to plan healthy meals, asthma action plan, and immunization.</p>
<p>HE.7.C.1.7:</p>	<p>Describe how heredity can affect personal health.</p> <p>Remarks/Examples: Sickle-cell anemia, diabetes, and acne.</p>
<p>HE.7.C.1.8:</p>	<p>Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors.</p> <p>Remarks/Examples: Abuse of over-the-counter medications, sexually transmitted diseases and sexually transmitted infections from sexual relationships, injury, or death from unsupervised handling of firearms, and physical/emotional injury, or impact from abusive dating partner.</p>

<p>HE.7.B.5.2:</p>	<p>Select healthy alternatives over unhealthy alternatives when making a decision.</p> <p>Remarks/Examples: Proper prescription-drug use, using safety equipment, Internet safety, and managing stress.</p>
<p>HE.7.B.5.4:</p>	<p>Determine when individual or collaborative decision-making is appropriate.</p> <p>Remarks/Examples: Over-the-counter drug use, harassment, gang involvement; and can the outcome result in harm or loss of life?</p>
<p>HE.7.B.5.5:</p>	<p>Predict the short and long-term consequences of engaging in health-risk behaviors.</p> <p>Remarks/Examples: Driving under the influence, lack of exercise, and poor diet.</p>
<p>HE.7.B.6.1:</p>	<p>Analyze personal beliefs as they relate to health practices.</p> <p>Remarks/Examples: Weight management through physical activity, disease prevention through hand washing, sharing personal information, and abstinence.</p>
<p>HE.7.B.6.2:</p>	<p>Devise an individual goal (short or long term) to adopt, maintain, or improve a personal health practice.</p> <p>Remarks/Examples: Participation in organized activities/sports, eating breakfast, safety habits, computer use/safety, and conflict resolution.</p>
<p>HE.7.B.6.3:</p>	<p>Explain strategies and skills needed to assess progress and maintenance of a personal health goal.</p> <p>Remarks/Examples: Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and rewarding milestones.</p>
<p>HE.7.P.7.1:</p>	<p>Examine the importance of assuming responsibility for personal-health behaviors.</p> <p>Remarks/Examples: Physical activity, eating habits, stress management, quality of</p>

	life, sexual behaviors, and adequate sleep.
HE.7.P.7.2:	<p>Experiment with behaviors that will maintain or improve personal health and reduce health risks.</p> <p>Remarks/Examples: Peer-refusal skills, problem-solving skills, and engaging in respectful equality-based relationships.</p>
HE.7.P.8.1:	<p>Utilize the influence of others to promote positive health choices.</p> <p>Remarks/Examples: Seeking help from school support staff, practicing conflict resolution, and making wise consumer purchases.</p>
HE.7.P.8.2:	<p>Articulate a position on a health-related issue and support it with accurate health information.</p> <p>Remarks/Examples: Bullying prevention, Internet safety, and nutritional choices.</p>
HE.7.P.8.3:	<p>Work cooperatively to advocate for healthy individuals, peers, and families.</p> <p>Remarks/Examples: Assist with or conduct needs assessments, write advocacy letters, and volunteer at information kiosks.</p>
HE.7.P.8.4:	<p>Analyze ways health messages can target different audiences.</p> <p>Remarks/Examples: Print media, broadcast media, billboards, and Internet resources.</p>
HE.7.C.2.1:	<p>Examine how family health behaviors influence health of adolescents.</p> <p>Remarks/Examples: Family meals together, smoking in home, alcohol consumption by family members, and mental illness in the family.</p>
HE.7.C.2.2:	<p>Examine how peers may influence the health behaviors of adolescents.</p> <p>Remarks/Examples: Modeling self-confidence, trying new food, prejudices, modeling unhealthy/violent behavior, and pressure to smoke</p>

	and drink.
HE.7.C.2.3:	<p>Examine how the school and community may influence the health behaviors of adolescents.</p> <p>Remarks/Examples: Gun-lock promotion, fire/tornado drills, school dress codes, banning gang items, and food choices in school.</p>
HE.7.C.2.5:	<p>Analyze how messages from media influence health behaviors.</p> <p>Remarks/Examples: Sports figures promoting fast food, provocative images in film/print advertisements; coolness/appeal of smoking; and dangerous, life- threatening stunts.</p>
HE.7.C.2.6:	<p>Evaluate the influence of technology in locating valid health information.</p> <p>Remarks/Examples: Specific health sites to acquire valid health information: CDC, NIH, NIDA, and local health organizations; and Internet and cell phone apps.</p>
HE.7.C.2.7:	<p>Determine how cultural changes related to health beliefs and behaviors impact personal health.</p> <p>Remarks/Examples: Americanization of fast food across the globe; infant feeding, breast vs. bottle; prevalence of diabetes; cell- phone use; and timeliness of emergency response.</p>
HE.7.C.2.8:	<p>Evaluate how changes in social norms impact healthy and unhealthy behavior.</p> <p>Remarks/Examples: Secondhand smoke, menu items at restaurants, anti-bullying behavior, and social norms that justify/promote violence.</p>
HE.7.C.2.9:	<p>Explain the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.</p> <p>Remarks/Examples: Social conformity, social status/appearance, experimentation with drugs, food relationships, and spirituality.</p>
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional

purposes within the school setting.

M/J Health 3 (#0800020)

Version for Academic Year: 2015 - 2016

Course Number: 0800020

Abbreviated Title: M/J HEALTH 3

Course Length: Year (Y)

Course Type: Elective

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

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.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

Name	Description
LAFS.8.RL.1.3:	Analyze how particular lines of dialogue or incidents in a story or

	drama propel the action, reveal aspects of a character, or provoke a decision.
LAFS.8.RL.2.6:	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
	Write arguments to support claims with clear reasons and relevant evidence.
LAFS.8.W.1.1:	<ol style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.8.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.8.SL.2.5:	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
	Analyze valid and reliable health services and the cost of products.
HE.8.B.3.1:	<p>Remarks/Examples: Current research and news/standard practice; prescriptions and generic vs. store brand/name brand; over-the-counter medicines, energy, vitamins, nutritional supplements/foods, skin-care products, nutritional supplements, and healthcare providers.</p>
HE.8.B.3.2:	Analyze the accessibility, validity, and reliability of products and services that enhance home, school, and community health.
	<p>Remarks/Examples:</p>

	<p>Reliability of advertisements, articles, infomercials, and web-based products; health department; community agencies; and prescribed medications vs. over-the-counter.</p>
HE.8.B.3.3:	<p>Recommend a variety of technologies to gather health information.</p> <p>Remarks/Examples: Glucose monitor, MRI, EKG, CAT-scan, scales [BMI], pedometer, Internet, and cell phone applications.</p>
HE.8.B.3.4:	<p>Determine situations when specific professional health services or providers may be required.</p> <p>Remarks/Examples: Head injuries, infections, depression, and abuse.</p>
HE.8.B.4.1:	<p>Illustrate skills necessary for effective communication with family, peers, and others to enhance health.</p> <p>Remarks/Examples: Refusal skills, nonverbal communication, asking questions, "I" messages, assertiveness, negotiation, and making requests.</p>
HE.8.B.4.3:	<p>Examine the possible causes of conflict among youth in schools and communities.</p> <p>Remarks/Examples: Relationships, territory, jealousy, and gossip/rumors.</p>
HE.8.B.4.4:	<p>Compare and contrast ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Remarks/Examples: Compare responses, passive vs. assertive, written vs. spoken, and anonymous vs. face-to-face.</p>
HE.8.C.1.2:	<p>Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual.</p> <p>Remarks/Examples: Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.</p>

HE.8.C.1.3:	<p>Predict how environmental factors affect personal health.</p> <p>Remarks/Examples: Heat index, air/water quality, street lights and signs, bullying, gangs, and weapons in the community.</p>
HE.8.C.1.4:	<p>Investigate strategies to reduce or prevent injuries and other adolescent health problems.</p> <p>Remarks/Examples: Recognize signs and symptoms of depression, accessing resources, abstinence to reduce sexually transmitted diseases, sexually transmitted infections, and pregnancy; places to avoid; and healthy relationship skills.</p>
HE.8.C.1.5:	<p>Identify major chronic diseases that impact human body systems.</p> <p>Remarks/Examples: Cancer, hypertension and coronary artery disease, asthma, and diabetes.</p>
HE.8.C.1.6:	<p>Analyze how appropriate health care can promote personal health.</p> <p>Remarks/Examples: Immunization for human papilloma virus and meningitis, sports physicals, and counseling for depression.</p>
HE.8.C.1.7:	<p>Explore how heredity and family history can affect personal health.</p> <p>Remarks/Examples: Sickle-cell anemia, heart disease, diabetes, and mental health.</p>
HE.8.C.1.8:	<p>Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behaviors.</p> <p>Remarks/Examples: Death or injury from car crashes and underage drinking/distracted driving, injuries resulting from fighting and bullying, and respiratory infections from poor hygiene.</p>
HE.8.B.5.1:	<p>Determine when health-related situations require the application of a thoughtful prepared plan of action.</p> <p>Remarks/Examples: Consumption of alcohol, sexual situations, use of marijuana, prescription-drug abuse, and dating violence.</p>

<p>HE.8.B.5.2:</p>	<p>Categorize healthy and unhealthy alternatives to health-related issues or problems.</p> <p>Remarks/Examples: (Alcohol consumption, sleep requirements, physical activity, and time management.)</p>
<p>HE.8.B.5.3:</p>	<p>Compile the potential outcomes of each option when making a health-related decision.</p> <p>Remarks/Examples: Consequences: injury, addiction, and legal, social, sexual, and financial.</p>
<p>HE.8.B.5.4:</p>	<p>Distinguish when individual or collaborative decision-making is appropriate.</p> <p>Remarks/Examples: Pressure to consume alcohol, self-injury, weight management, sexual activity, and mental-health issues.</p>
<p>HE.8.B.5.5:</p>	<p>Evaluate the outcomes of a health-related decision.</p> <p>Remarks/Examples: Addiction from alcohol consumption, brain damage from inhalant use, pregnancy from sexual activity, and weight management from proper nutrition.</p>
<p>HE.8.B.6.1:</p>	<p>Assess personal health practices.</p> <p>Remarks/Examples: Physical activity, sleep habits, interpersonal skills, risky behaviors, and injury prevention.</p>
<p>HE.8.B.6.2:</p>	<p>Design an individual goal to adopt, maintain, or improve a personal health practice.</p> <p>Remarks/Examples: Physical activity, eating habits, cyber bullying, social relationships, and sleep habits.</p>
<p>HE.8.B.6.3:</p>	<p>Apply strategies and skills needed to attain a personal health goal.</p> <p>Remarks/Examples: Physical activity, nutrition modification, and anger management.</p>
<p>HE.8.B.6.4:</p>	<p>Describe how personal health goals can vary with changing</p>

abilities, priorities, and responsibilities.

Remarks/Examples:

Weight reduction, cost of healthier food, availability of exercise equipment, and general health.

[HE.8.P.7.1:](#)

Assess the importance of assuming responsibility for personal-health behaviors, including sexual behavior.

Remarks/Examples:

Sexual abstinence, skin care, and drug abuse.

[HE.8.P.7.2:](#)

Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.

Remarks/Examples:

Participate in various physical activities, foster healthy relationships, set healthy goals, make healthy food choices, and practice Internet safety, resist negative peer pressure, get adequate sleep, and engage in respectful equality-based relationships.

[HE.8.P.8.1:](#)

Promote positive health choices with the influence and support of others.

Remarks/Examples:

Promotion of oral health, sexual abstinence, no alcohol, tobacco, and other drug abuse.

[HE.8.P.8.2:](#)

Justify a health-enhancing position on a topic and support it with accurate information.

Remarks/Examples:

Abstinence from unhealthy behaviors, gun-safety laws, legal-age limits, bullying laws, and zero tolerance.

[HE.8.P.8.3:](#)

Work cooperatively to advocate for healthy individuals, peers, families, and schools.

Remarks/Examples:

Promote community initiatives; create media campaigns, peer-led prevention campaigns, and school wellness councils.

[HE.8.P.8.4:](#)

Evaluate ways health messages and communication techniques can be targeted for different audiences.

Remarks/Examples:

	Advertising, social media campaign, and health fairs.
HE.8.C.2.1:	<p>Assess the role of family health beliefs on the health of adolescents.</p> <p>Remarks/Examples: Alternative medical care, family religious beliefs, and importance of physical activity.</p>
HE.8.C.2.2:	<p>Assess how the health beliefs of peers may influence adolescent health.</p> <p>Remarks/Examples: Drug-use myths, perception of healthy body composition, and perceived benefits of energy drinks.</p>
HE.8.C.2.3:	<p>Analyze how the school and community may influence adolescent health.</p> <p>Remarks/Examples: Drug-abuse education programs, volunteering opportunities, and availability of recreational facilities/programs.</p>
HE.8.C.2.4:	<p>Critique school and public health policies that influence health promotion and disease prevention.</p> <p>Remarks/Examples: Speed-limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, and cell phone/texting laws.</p>
HE.8.C.2.5:	<p>Research marketing strategies behind health-related media messages.</p> <p>Remarks/Examples: Social acceptance of alcohol use, promotion of thinness as the best body type, sexual images to sell products, and normalization of violence.</p>
HE.8.C.2.6:	<p>Analyze the influence of technology on personal and family health.</p> <p>Remarks/Examples: TV advertisements for unhealthy foods, volume of headphones, websites, and social marketing for health information.</p>

<p>HE.8.C.2.7:</p>	<p>Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p>Remarks/Examples: Medical procedures such as male circumcision, sexual abstinence, and prescription drug-use.</p>
<p>HE.8.C.2.8:</p>	<p>Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>Remarks/Examples: Sexual abstinence, prescription-drug use, marijuana use, and perception that certain abusive-relationship behaviors are “normal.”</p>
<p>HE.8.C.2.9:</p>	<p>Analyze the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.</p> <p>Remarks/Examples: Social conformity, desires, and impulses.</p>
<p>ELD.K12.ELL.1.1: LAFS.68.WHST.1.1a:</p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p> <p>Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p>

M/J Health 3 & Career Planning (#0800025)

Version for Academic Year: 2015 - 2016

Course Number: 0800025

Abbreviated Title: M/J HEALTH 3 & CAR P

Course Length: Year (Y)

Course Type: Elective

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

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.†

STUDENTS WILL:

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

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

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

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
LAFS.8.RL.1.3:	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LAFS.8.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
LAFS.8.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from and supports the argument presented.

[LAFS.8.W.3.8:](#)

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

[LAFS.8.SL.2.5:](#)

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

[LAFS.68.WHST.2.6:](#)

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

[HE.8.B.3.1:](#)

Analyze valid and reliable health services and the cost of products.

Remarks/Examples:

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.

Remarks/Examples:

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.

Remarks/Examples:

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.

Remarks/Examples:

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.

	<p>Remarks/Examples: Refusal skills, nonverbal communication, asking questions, “I” messages, assertiveness, negotiation, and making requests.</p>
HE.8.B.4.3:	<p>Examine the possible causes of conflict among youth in schools and communities.</p> <p>Remarks/Examples: Relationships, territory, jealousy, and gossip/rumors.</p>
HE.8.B.4.4:	<p>Compare and contrast ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Remarks/Examples: Compare responses, passive vs. assertive, written vs. spoken, and anonymous vs. face-to-face.</p>
HE.8.C.1.2:	<p>Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual.</p> <p>Remarks/Examples: Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.</p>
HE.8.C.1.3:	<p>Predict how environmental factors affect personal health.</p> <p>Remarks/Examples: Heat index, air/water quality, street lights and signs, bullying, gangs, and weapons in the community.</p>
HE.8.C.1.4:	<p>Investigate strategies to reduce or prevent injuries and other adolescent health problems.</p> <p>Remarks/Examples: Recognize signs and symptoms of depression, accessing resources, abstinence to reduce sexually transmitted diseases, sexually transmitted infections, and pregnancy; places to avoid; and healthy relationship skills.</p>
HE.8.C.1.5:	<p>Identify major chronic diseases that impact human body systems.</p> <p>Remarks/Examples: Cancer, hypertension and coronary artery disease, asthma,</p>

	and diabetes.
HE.8.C.1.6:	<p>Analyze how appropriate health care can promote personal health.</p> <p>Remarks/Examples: Immunization for human papilloma virus and meningitis, sports physicals, and counseling for depression.</p>
HE.8.C.1.7:	<p>Explore how heredity and family history can affect personal health.</p> <p>Remarks/Examples: Sickle-cell anemia, heart disease, diabetes, and mental health.</p>
HE.8.C.1.8:	<p>Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behaviors.</p> <p>Remarks/Examples: Death or injury from car crashes and underage drinking/distracted driving, injuries resulting from fighting and bullying, and respiratory infections from poor hygiene.</p>
HE.8.B.5.1:	<p>Determine when health-related situations require the application of a thoughtful prepared plan of action.</p> <p>Remarks/Examples: Consumption of alcohol, sexual situations, use of marijuana, prescription-drug abuse, and dating violence.</p>
HE.8.B.5.2:	<p>Categorize healthy and unhealthy alternatives to health-related issues or problems.</p> <p>Remarks/Examples: (Alcohol consumption, sleep requirements, physical activity, and time management.)</p>
HE.8.B.5.3:	<p>Compile the potential outcomes of each option when making a health-related decision.</p> <p>Remarks/Examples: Consequences: injury, addiction, and legal, social, sexual, and financial.</p>
HE.8.B.5.4:	<p>Distinguish when individual or collaborative decision-making is appropriate.</p> <p>Remarks/Examples:</p>

	Pressure to consume alcohol, self-injury, weight management, sexual activity, and mental-health issues.
HE.8.B.5.5:	<p>Evaluate the outcomes of a health-related decision.</p> <p>Remarks/Examples: Addiction from alcohol consumption, brain damage from inhalant use, pregnancy from sexual activity, and weight management from proper nutrition.</p>
HE.8.B.6.1:	<p>Assess personal health practices.</p> <p>Remarks/Examples: Physical activity, sleep habits, interpersonal skills, risky behaviors, and injury prevention.</p>
HE.8.B.6.2:	<p>Design an individual goal to adopt, maintain, or improve a personal health practice.</p> <p>Remarks/Examples: Physical activity, eating habits, cyber bullying, social relationships, and sleep habits.</p>
HE.8.B.6.3:	<p>Apply strategies and skills needed to attain a personal health goal.</p> <p>Remarks/Examples: Physical activity, nutrition modification, and anger management.</p>
HE.8.B.6.4:	<p>Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.</p> <p>Remarks/Examples: Weight reduction, cost of healthier food, availability of exercise equipment, and general health.</p>
HE.8.P.7.1:	<p>Assess the importance of assuming responsibility for personal-health behaviors, including sexual behavior.</p> <p>Remarks/Examples: Sexual abstinence, skin care, and drug abuse.</p>
HE.8.P.7.2:	<p>Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.</p> <p>Remarks/Examples: Participate in various physical activities, foster healthy</p>

	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:	<p>Promote positive health choices with the influence and support of others.</p> <p>Remarks/Examples: Promotion of oral health, sexual abstinence, no alcohol, tobacco, and other drug abuse.</p>
HE.8.P.8.2:	<p>Justify a health-enhancing position on a topic and support it with accurate information.</p> <p>Remarks/Examples: Abstinence from unhealthy behaviors, gun-safety laws, legal-age limits, bullying laws, and zero tolerance.</p>
HE.8.P.8.3:	<p>Work cooperatively to advocate for healthy individuals, peers, families, and schools.</p> <p>Remarks/Examples: Promote community initiatives; create media campaigns, peer-led prevention campaigns, and school wellness councils.</p>
HE.8.P.8.4:	<p>Evaluate ways health messages and communication techniques can be targeted for different audiences.</p> <p>Remarks/Examples: Advertising, social media campaign, and health fairs.</p>
HE.8.C.2.1:	<p>Assess the role of family health beliefs on the health of adolescents.</p> <p>Remarks/Examples: Alternative medical care, family religious beliefs, and importance of physical activity.</p>
HE.8.C.2.2:	<p>Assess how the health beliefs of peers may influence adolescent health.</p> <p>Remarks/Examples: Drug-use myths, perception of healthy body composition, and perceived benefits of energy drinks.</p>
HE.8.C.2.3:	Analyze how the school and community may influence adolescent

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

Remarks/Examples:

Social conformity, desires, and impulses.

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

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

[LAFS.68.WHST.1.1a:](#)

Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

M/J Health 4 (#0800030)

Version for Academic Year: 2015 - 2016

Course Number: 0800030

Abbreviated Title: M/J HEALTH 4

Course Length: Semester (S)

Course Type: Elective

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

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 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.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

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
MAFS.6.SP.1.1:	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question</i>

	<i>because one anticipates variability in students' ages.</i>
MAFS.6.SP.1.2:	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
LAFS.6.RI.3.8:	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.W.1.1:	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented.
LAFS.6.SL.2.5:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
HE.6.B.3.1:	<p>Examine the validity of health information, and determine the cost of health products, and services.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Advertisements, Internet, infomercials, articles, flyers, diet supplements, generic vs. name brand, individual fitness plan vs. gym membership, and private lessons vs. recreational play.</p> </div>
HE.6.B.3.3:	<p>Investigate a variety of technologies to gather health information.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Thermometer, television, Internet, audio books, and technology tools.</p> </div>
HE.6.B.3.4:	<p>Describe situations when professional health services may be required.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Injuries, influenza, depression, substance use and abuse, child</p> </div>

	abuse, and domestic violence.
HE.6.C.1.2:	Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated. Remarks/Examples: 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. Remarks/Examples: 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. Remarks/Examples: Acne, eating disorders, suicide/depression, and puberty.
HE.6.C.1.5:	Explain how body systems are impacted by hereditary factors and infectious agents. Remarks/Examples: 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. Remarks/Examples: Orthodontia, substance-abuse misuse prevention, hearing and vision screening, and prevention of communicable diseases.
HE.6.C.1.7:	Recognize how heredity can affect personal health. Remarks/Examples: Risk factors for diseases such as heart disease or cancers, poor vision, and allergies/asthma.
HE.6.C.1.8:	Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors. Remarks/Examples: Obesity related to poor nutrition and inactivity, cancer and chronic lung disease related to tobacco use, injuries caused

	from failure to use seat restraint, and sexually transmitted diseases caused by sexual activity.
HE.6.B.4.1:	<p>Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health.</p> <p>Remarks/Examples: Role playing, short stories, and open-ended scenarios.</p>
HE.6.B.4.2:	<p>Practice refusal skills and negotiation skills to reduce health risks.</p> <p>Remarks/Examples: Assertiveness, compromising, and use of "I" messages.</p>
HE.6.B.4.3:	<p>Demonstrate effective conflict-management and/or resolution strategies.</p> <p>Remarks/Examples: Talk to an adult, anger management, and conflict mediation.</p>
HE.6.B.4.4:	<p>Compile ways to ask for assistance to enhance the health of self and others.</p> <p>Remarks/Examples: Verbalize, write, and ask others for help.</p>
HE.6.B.5.1:	<p>Investigate health-related situations that require the application of a thoughtful decision-making process.</p> <p>Remarks/Examples: Peer pressure, exposure to unsupervised firearms, and tobacco use.</p>
HE.6.B.5.2:	<p>Choose healthy alternatives over unhealthy alternatives when making a decision.</p> <p>Remarks/Examples: Not smoking, limiting sedentary activity, and practicing good character.</p>
HE.6.B.5.3:	<p>Specify the potential outcomes of each option when making a health-related decision.</p> <p>Remarks/Examples: Physical, social, emotional, financial, and legal consequences, and emergency preparedness.</p>

<p>HE.6.B.5.4:</p>	<p>Distinguish between the need for individual or collaborative decision-making.</p> <p>Remarks/Examples: Consider the severity of the situation, consider personal skills, and consider when someone is a danger to self or others.</p>
<p>HE.6.B.5.5:</p>	<p>Predict the potential outcomes of a health-related decision.</p> <p>Remarks/Examples: Prescription drug use/abuse, eating disorders, depression, and sexual behavior.</p>
<p>HE.6.B.6.1:</p>	<p>Use various methods to measure personal health status.</p> <p>Remarks/Examples: BMI, surveys, heart-rate monitors, pedometer, blood-pressure cuff, and stress-management techniques.</p>
<p>HE.6.B.6.2:</p>	<p>Develop an individual goal to adopt, maintain, or improve a personal health practice.</p> <p>Remarks/Examples: Physical activity, eating habits, safety habits, computer use/safety, bullying-prevention skills, and personal hygiene.</p>
<p>HE.6.B.6.3:</p>	<p>Determine strategies and skills needed to attain a personal health goal.</p> <p>Remarks/Examples: Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and injury-prevention measures.</p>
<p>HE.6.B.6.4:</p>	<p>Monitor progress toward attaining a personal health goal.</p> <p>Remarks/Examples: Checklist, diary, log, computer software, and websites.</p>
<p>HE.6.P.7.1:</p>	<p>Explain the importance of assuming responsibility for personal-health behaviors.</p> <p>Remarks/Examples: Medical/dental checkups, resisting peer pressure, and healthy relationships.</p>
<p>HE.6.P.7.2:</p>	<p>Write about healthy practices and behaviors that will maintain or improve personal health and reduce health risks.</p>

	<p>Remarks/Examples: Hygiene, healthy relationship skills, sleep, fitness, influences of advertising, internet safety, and avoidance of substance abuse including inhalants.</p>
HE.6.P.8.1:	<p>Practice how to influence and support others when making positive health choices.</p> <p>Remarks/Examples: Encourage others to read food labels, promote physical activity, encourage practice of universal precautions, and leading by example.</p>
HE.6.P.8.2:	<p>State a health-enhancing position on a topic and support it with accurate information.</p> <p>Remarks/Examples: Tobacco laws, zero-tolerance policies, drinking laws, and bullying laws.</p>
HE.6.P.8.3:	<p>Work cooperatively to advocate for healthy individuals, families, and schools.</p> <p>Remarks/Examples: Media campaigns, posters, skits, and PSAs.</p>
HE.6.P.8.4:	<p>Identify ways health messages and communication techniques can be targeted for different audiences.</p> <p>Remarks/Examples: Surveys, advertisements, music, and clothing.</p>
HE.6.C.2.1:	<p>Examine how family influences the health of adolescents.</p> <p>Remarks/Examples: Controls for media viewing and social networking, consistent family rules, family's diet and physical activity, and family modeling relationship behaviors.</p>
HE.6.C.2.2:	<p>Examine how peers influence the health of adolescents.</p> <p>Remarks/Examples: Conflict resolution skills, reproductive-health misinformation, and spreading rumors.</p>
HE.6.C.2.3:	<p>Identify the impact of health information conveyed to students by the school and community.</p>

	<p>Remarks/Examples: First-aid education program, refusal-skills practice, and healthy body composition: BMI.</p>
HE.6.C.2.4:	<p>Investigate school and public health policies that influence health promotion and disease prevention.</p> <p>Remarks/Examples: Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.</p>
HE.6.C.2.5:	<p>Examine how media influences peer and community health behaviors.</p> <p>Remarks/Examples: Derogatory lyrics in music, anti-drug PSAs, sports beverage commercials, and Internet safety.</p>
HE.6.C.2.6:	<p>Propose ways that technology can influence peer and community health behaviors.</p> <p>Remarks/Examples: Internet social media/networking sites, heart-rate monitors, and cross-walk signals.</p>
HE.6.C.2.7:	<p>Investigate cultural changes related to health beliefs and behaviors.</p> <p>Remarks/Examples: School breakfast programs, fast- food menus, and nutritional guidelines for snack machines, fitness programs, and school wellness programs.</p>
HE.6.C.2.8:	<p>Determine how social norms may impact healthy and unhealthy behavior.</p> <p>Remarks/Examples: Alcohol, tobacco and inhalant-use, bullying behaviors, and walking/biking vs. riding in a vehicle to a close location.</p>
HE.6.C.2.9:	<p>Identify the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.</p> <p>Remarks/Examples: Curiosity, interests, fears, likes, and dislikes.</p>
ELD.K12.ELL.1.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

M/J Health 5 (#0800040)

Version for Academic Year: 2015 - 2016

Course Number: 0800040

Abbreviated Title: M/J HEALTH 5

Course Length: Semester (S)

Course Type: Elective

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

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 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.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

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
MAFS.7.SP.1.1:	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and

	support valid inferences.
LAFS.7.RI.1.3:	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
LAFS.7.RI.3.8:	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LAFS.7.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.7.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
LAFS.7.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
HE.7.B.3.1:	Analyze the validity of health information, products, and services. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p>Remarks/Examples: Advertisements, health-claim articles, personal-care product claims, and tobacco-use information, internet searches, store visits, newspaper use, phonebook search, and personal call to sources for information.</p> </div>
HE.7.B.3.3:	Compare a variety of technologies to gather health information.

	<p>Remarks/Examples: WebMD vs. Wikipedia, home blood pressure/thermometer vs. physician’s office equipment, and mobile diagnostic imaging vs. hospital MRI.</p>
<p>HE.7.B.3.4:</p>	<p>Differentiate among professional health services that may be required.</p> <p>Remarks/Examples: Dentist vs. orthodontist, family physician vs. specialist, and school guidance counselor vs. psychologist.</p>
<p>HE.7.B.4.1:</p>	<p>Apply effective communication skills when interacting with others to enhance health.</p> <p>Remarks/Examples: Clear and concise words, nonverbal language, discussion, "I" messages, and assertive vs. passive or aggressive communication.</p>
<p>HE.7.B.4.2:</p>	<p>Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks.</p> <p>Remarks/Examples: Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.</p>
<p>HE.7.B.4.3:</p>	<p>Articulate the possible causes of conflict among youth in schools and communities.</p> <p>Remarks/Examples: Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.</p>
<p>HE.7.B.4.4:</p>	<p>Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>Remarks/Examples: “I” messages, ask on behalf of a friend, written request, riding in a vehicle with someone who is intoxicated, and bullying.</p>
<p>HE.7.C.1.1:</p>	<p>Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health.</p> <p>Remarks/Examples:</p>

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

	Abuse of over-the-counter medications, sexually transmitted diseases and sexually transmitted infections from sexual relationships, injury, or death from unsupervised handling of firearms, and physical/emotional injury, or impact from abusive dating partner.
HE.7.B.5.2:	<p>Select healthy alternatives over unhealthy alternatives when making a decision.</p> <p>Remarks/Examples: Proper prescription-drug use, using safety equipment, Internet safety, and managing stress.</p>
HE.7.B.5.4:	<p>Determine when individual or collaborative decision-making is appropriate.</p> <p>Remarks/Examples: Over-the-counter drug use, harassment, gang involvement; and can the outcome result in harm or loss of life?</p>
HE.7.B.5.5:	<p>Predict the short and long-term consequences of engaging in health-risk behaviors.</p> <p>Remarks/Examples: Driving under the influence, lack of exercise, and poor diet.</p>
HE.7.B.6.1:	<p>Analyze personal beliefs as they relate to health practices.</p> <p>Remarks/Examples: Weight management through physical activity, disease prevention through hand washing, sharing personal information, and abstinence.</p>
HE.7.B.6.2:	<p>Devise an individual goal (short or long term) to adopt, maintain, or improve a personal health practice.</p> <p>Remarks/Examples: Participation in organized activities/sports, eating breakfast, safety habits, computer use/safety, and conflict resolution.</p>
HE.7.B.6.3:	<p>Explain strategies and skills needed to assess progress and maintenance of a personal health goal.</p>

	<p>Remarks/Examples: Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and rewarding milestones.</p>
HE.7.P.7.1:	<p>Examine the importance of assuming responsibility for personal-health behaviors.</p> <p>Remarks/Examples: Physical activity, eating habits, stress management, quality of life, sexual behaviors, and adequate sleep.</p>
HE.7.P.7.2:	<p>Experiment with behaviors that will maintain or improve personal health and reduce health risks.</p> <p>Remarks/Examples: Peer-refusal skills, problem-solving skills, and engaging in respectful equality-based relationships.</p>
HE.7.P.8.1:	<p>Utilize the influence of others to promote positive health choices.</p> <p>Remarks/Examples: Seeking help from school support staff, practicing conflict resolution, and making wise consumer purchases.</p>
HE.7.P.8.2:	<p>Articulate a position on a health-related issue and support it with accurate health information.</p> <p>Remarks/Examples: Bullying prevention, Internet safety, and nutritional choices.</p>
HE.7.P.8.3:	<p>Work cooperatively to advocate for healthy individuals, peers, and families.</p> <p>Remarks/Examples: Assist with or conduct needs assessments, write advocacy letters, and volunteer at information kiosks.</p>
HE.7.P.8.4:	<p>Analyze ways health messages can target different audiences.</p> <p>Remarks/Examples: Print media, broadcast media, billboards, and Internet resources.</p>
HE.7.C.2.1:	<p>Examine how family health behaviors influence health of adolescents.</p>

	<p>Remarks/Examples: Family meals together, smoking in home, alcohol consumption by family members, and mental illness in the family.</p>
<p>HE.7.C.2.2:</p>	<p>Examine how peers may influence the health behaviors of adolescents.</p> <p>Remarks/Examples: Modeling self-confidence, trying new food, prejudices, modeling unhealthy/violent behavior, and pressure to smoke and drink.</p>
<p>HE.7.C.2.3:</p>	<p>Examine how the school and community may influence the health behaviors of adolescents.</p> <p>Remarks/Examples: Gun-lock promotion, fire/tornado drills, school dress codes, banning gang items, and food choices in school.</p>
<p>HE.7.C.2.5:</p>	<p>Analyze how messages from media influence health behaviors.</p> <p>Remarks/Examples: Sports figures promoting fast food, provocative images in film/print advertisements; coolness/appeal of smoking; and dangerous, life- threatening stunts.</p>
<p>HE.7.C.2.6:</p>	<p>Evaluate the influence of technology in locating valid health information.</p> <p>Remarks/Examples: Specific health sites to acquire valid health information: CDC, NIH, NIDA, and local health organizations; and Internet and cell phone apps.</p>
<p>HE.7.C.2.7:</p>	<p>Determine how cultural changes related to health beliefs and behaviors impact personal health.</p> <p>Remarks/Examples: Americanization of fast food across the globe; infant feeding, breast vs. bottle; prevalence of diabetes; cell- phone use; and timeliness of emergency response.</p>
<p>HE.7.C.2.8:</p>	<p>Evaluate how changes in social norms impact healthy and unhealthy behavior.</p> <p>Remarks/Examples:</p>

Secondhand smoke, menu items at restaurants, anti-bullying behavior, and social norms that justify/promote violence.

Explain the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.

[HE.7.C.2.9:](#)

Remarks/Examples:

Social conformity, social status/appearance, experimentation with drugs, food relationships, and spirituality.

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

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

M/J Health 6 (#0800050)

Version for Academic Year: 2015 - 2016

Course Number: 0800050

Abbreviated Title: M/J HEALTH 6

Course Length: Semester (S)

Course Type: Elective

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

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 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).

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For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

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
LAFS.8.RL.1.3:	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LAFS.8.W.3.8:	Gather relevant information from multiple print and digital

	sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.8.SL.2.5:	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
	Analyze valid and reliable health services and the cost of products.
HE.8.B.3.1:	<p>Remarks/Examples: Current research and news/standard practice; prescriptions and generic vs. store brand/name brand; over-the-counter medicines, energy, vitamins, nutritional supplements/foods, skin-care products, nutritional supplements, and healthcare providers.</p>
	Analyze the accessibility, validity, and reliability of products and services that enhance home, school, and community health.
HE.8.B.3.2:	<p>Remarks/Examples: Reliability of advertisements, articles, infomercials, and web-based products; health department; community agencies; and prescribed medications vs. over-the-counter.</p>
	Recommend a variety of technologies to gather health information.
HE.8.B.3.3:	<p>Remarks/Examples: Glucose monitor, MRI, EKG, CAT-scan, scales [BMI], pedometer, Internet, and cell phone applications.</p>
	Determine situations when specific professional health services or providers may be required.
HE.8.B.3.4:	<p>Remarks/Examples: Head injuries, infections, depression, and abuse.</p>
	Illustrate skills necessary for effective communication with family, peers, and others to enhance health.
HE.8.B.4.1:	<p>Remarks/Examples: Refusal skills, nonverbal communication, asking questions, "I" messages, assertiveness, negotiation, and making</p>

	requests.
HE.8.B.4.3:	<p>Examine the possible causes of conflict among youth in schools and communities.</p> <p>Remarks/Examples: Relationships, territory, jealousy, and gossip/rumors.</p>
HE.8.B.4.4:	<p>Compare and contrast ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Remarks/Examples: Compare responses, passive vs. assertive, written vs. spoken, and anonymous vs. face-to-face.</p>
HE.8.C.1.2:	<p>Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual.</p> <p>Remarks/Examples: Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.</p>
HE.8.C.1.3:	<p>Predict how environmental factors affect personal health.</p> <p>Remarks/Examples: Heat index, air/water quality, street lights and signs, bullying, gangs, and weapons in the community.</p>
HE.8.C.1.4:	<p>Investigate strategies to reduce or prevent injuries and other adolescent health problems.</p> <p>Remarks/Examples: Recognize signs and symptoms of depression, accessing resources, abstinence to reduce sexually transmitted diseases, sexually transmitted infections, and pregnancy; places to avoid; and healthy relationship skills.</p>
HE.8.C.1.5:	<p>Identify major chronic diseases that impact human body systems.</p> <p>Remarks/Examples: Cancer, hypertension and coronary artery disease, asthma, and diabetes.</p>
HE.8.C.1.6:	<p>Analyze how appropriate health care can promote personal health.</p>

	<p>Remarks/Examples: Immunization for human papilloma virus and meningitis, sports physicals, and counseling for depression.</p>
<p>HE.8.C.1.7:</p>	<p>Explore how heredity and family history can affect personal health.</p> <p>Remarks/Examples: Sickle-cell anemia, heart disease, diabetes, and mental health.</p>
<p>HE.8.C.1.8:</p>	<p>Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behaviors.</p> <p>Remarks/Examples: Death or injury from car crashes and underage drinking/distracted driving, injuries resulting from fighting and bullying, and respiratory infections from poor hygiene.</p>
<p>HE.8.B.5.1:</p>	<p>Determine when health-related situations require the application of a thoughtful prepared plan of action.</p> <p>Remarks/Examples: Consumption of alcohol, sexual situations, use of marijuana, prescription-drug abuse, and dating violence.</p>
<p>HE.8.B.5.2:</p>	<p>Categorize healthy and unhealthy alternatives to health-related issues or problems.</p> <p>Remarks/Examples: (Alcohol consumption, sleep requirements, physical activity, and time management.)</p>
<p>HE.8.B.5.3:</p>	<p>Compile the potential outcomes of each option when making a health-related decision.</p> <p>Remarks/Examples: Consequences: injury, addiction, and legal, social, sexual, and financial.</p>
<p>HE.8.B.5.4:</p>	<p>Distinguish when individual or collaborative decision-making is appropriate.</p> <p>Remarks/Examples: Pressure to consume alcohol, self-injury, weight management, sexual activity, and mental-health issues.</p>
<p>HE.8.B.5.5:</p>	<p>Evaluate the outcomes of a health-related decision.</p>

	<p>Remarks/Examples: Addiction from alcohol consumption, brain damage from inhalant use, pregnancy from sexual activity, and weight management from proper nutrition.</p>
HE.8.B.6.1:	<p>Assess personal health practices.</p> <p>Remarks/Examples: Physical activity, sleep habits, interpersonal skills, risky behaviors, and injury prevention.</p>
HE.8.B.6.2:	<p>Design an individual goal to adopt, maintain, or improve a personal health practice.</p> <p>Remarks/Examples: Physical activity, eating habits, cyber bullying, social relationships, and sleep habits.</p>
HE.8.B.6.3:	<p>Apply strategies and skills needed to attain a personal health goal.</p> <p>Remarks/Examples: Physical activity, nutrition modification, and anger management.</p>
HE.8.B.6.4:	<p>Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.</p> <p>Remarks/Examples: Weight reduction, cost of healthier food, availability of exercise equipment, and general health.</p>
HE.8.P.7.1:	<p>Assess the importance of assuming responsibility for personal-health behaviors, including sexual behavior.</p> <p>Remarks/Examples: Sexual abstinence, skin care, and drug abuse.</p>
HE.8.P.7.2:	<p>Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.</p> <p>Remarks/Examples: Participate in various physical activities, foster healthy relationships, set healthy goals, make healthy food choices, and practice Internet safety, resist negative peer pressure, get adequate sleep, and engage in respectful equality-based relationships.</p>

<p>HE.8.P.8.1:</p>	<p>Promote positive health choices with the influence and support of others.</p> <p>Remarks/Examples: Promotion of oral health, sexual abstinence, no alcohol, tobacco, and other drug abuse.</p>
<p>HE.8.P.8.2:</p>	<p>Justify a health-enhancing position on a topic and support it with accurate information.</p> <p>Remarks/Examples: Abstinence from unhealthy behaviors, gun-safety laws, legal-age limits, bullying laws, and zero tolerance.</p>
<p>HE.8.P.8.3:</p>	<p>Work cooperatively to advocate for healthy individuals, peers, families, and schools.</p> <p>Remarks/Examples: Promote community initiatives; create media campaigns, peer-led prevention campaigns, and school wellness councils.</p>
<p>HE.8.P.8.4:</p>	<p>Evaluate ways health messages and communication techniques can be targeted for different audiences.</p> <p>Remarks/Examples: Advertising, social media campaign, and health fairs.</p>
<p>HE.8.C.2.1:</p>	<p>Assess the role of family health beliefs on the health of adolescents.</p> <p>Remarks/Examples: Alternative medical care, family religious beliefs, and importance of physical activity.</p>
<p>HE.8.C.2.2:</p>	<p>Assess how the health beliefs of peers may influence adolescent health.</p> <p>Remarks/Examples: Drug-use myths, perception of healthy body composition, and perceived benefits of energy drinks.</p>
<p>HE.8.C.2.3:</p>	<p>Analyze how the school and community may influence adolescent health.</p> <p>Remarks/Examples: Drug-abuse education programs, volunteering opportunities, and availability of recreational facilities/programs.</p>

<p>HE.8.C.2.4:</p>	<p>Critique school and public health policies that influence health promotion and disease prevention.</p> <p>Remarks/Examples: Speed-limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, and cell phone/texting laws.</p>
<p>HE.8.C.2.5:</p>	<p>Research marketing strategies behind health-related media messages.</p> <p>Remarks/Examples: Social acceptance of alcohol use, promotion of thinness as the best body type, sexual images to sell products, and normalization of violence.</p>
<p>HE.8.C.2.6:</p>	<p>Analyze the influence of technology on personal and family health.</p> <p>Remarks/Examples: TV advertisements for unhealthy foods, volume of headphones, websites, and social marketing for health information.</p>
<p>HE.8.C.2.7:</p>	<p>Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p>Remarks/Examples: Medical procedures such as male circumcision, sexual abstinence, and prescription drug-use.</p>
<p>HE.8.C.2.8:</p>	<p>Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>Remarks/Examples: Sexual abstinence, prescription-drug use, marijuana use, and perception that certain abusive-relationship behaviors are “normal.”</p>
<p>HE.8.C.2.9:</p>	<p>Analyze the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.</p> <p>Remarks/Examples: Social conformity, desires, and impulses.</p>
<p>ELD.K12.ELL.1.1:</p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

[LAFS.68.WHST.1.1a](#): Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

M/J Health Transfer (#0800220)

Version for Academic Year: 2015 - 2016

Course Number: 0800220

Abbreviated Title: M/J HEALTH TRAN

Course Length: Year (Y)

Course Type: Elective

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

QUALIFICATIONS

NA

COURSE STANDARDS

Name	Description
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

Health 1-Life Management Skills (#0800300)

Version for Academic Year: 2015 - 2016

Course Number: 0800300

Abbreviated Title: HEALTH1-LIF MGMT SKL

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Elective

Course Level: 2

Course Status: Draft - Course Pending Approval

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

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.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
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[MAFS.912.S-MD.2.7:](#)

Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★

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

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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

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

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

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

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

[LAFS.910.L.3.6:](#)

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

[HE.912.B.3.2:](#)

Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.

Remarks/Examples:

	<p>Internet, family member, nurse, guidance counselor, physician, clinic, hotline, support group, community agency, domestic/dating-violence service provider, and first-aid training location, expense, services available, eligibility, scheduling appointments, healthcare, and mental-health resources.</p>
<p>HE.912.B.3.3:</p>	<p>Justify the validity of a variety of technologies to gather health information.</p> <p>Remarks/Examples: Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
<p>HE.912.B.3.4:</p>	<p>Justify when professional health services or providers may be required.</p> <p>Remarks/Examples: Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.</p>
<p>HE.912.B.4.1:</p>	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Remarks/Examples: Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
<p>HE.912.B.4.2:</p>	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Remarks/Examples: Validate other's opinions, use direct statement, use active statement, and offer alternatives.</p>
<p>HE.912.B.4.3:</p>	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>Remarks/Examples: Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
<p>HE.912.B.4.4:</p>	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p>

	<p>Remarks/Examples: Verbal and written communication, active listening, and how to seek help for a friend.</p>
HE.912.B.5.1:	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Remarks/Examples: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
HE.912.B.5.2:	<p>Generate alternatives to health-related issues or problems.</p> <p>Remarks/Examples: Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.</p>
HE.912.B.5.3:	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others.</p> <p>Remarks/Examples: Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.</p>
HE.912.B.5.4:	<p>Assess whether individual or collaborative decision making is needed to make a healthy decision.</p> <p>Remarks/Examples: Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.</p>
HE.912.B.5.5:	<p>Examine barriers that can hinder healthy decision making.</p> <p>Remarks/Examples: Interpersonal, financial, environmental factors, and accessibility of health information.</p>
HE.912.B.6.1:	<p>Evaluate personal health practices and overall health status to include all dimensions of health.</p>

	<p>Remarks/Examples: Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.</p>
HE.912.B.6.2:	<p>Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.</p> <p>Remarks/Examples: Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness-program plan.</p>
HE.912.B.6.3:	<p>Implement strategies and monitor progress in achieving a personal health goal.</p> <p>Remarks/Examples: Stress management, time out, using of a squeeze ball when frustrated, talking with a friend or professional, pacing yourself, setting realistic expectations, using rewards, getting support, and wellness promotion.</p>
HE.912.B.6.4:	<p>Formulate an effective long-term personal health plan.</p> <p>Remarks/Examples: Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p>
HE.912.P.7.1:	<p>Analyze the role of individual responsibility in enhancing health.</p> <p>Remarks/Examples: Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.</p>
HE.912.P.7.2:	<p>Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.</p> <p>Remarks/Examples: Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.</p>
HE.912.P.8.1:	<p>Demonstrate how to influence and support others in making positive</p>

	<p>health choices.</p> <p>Remarks/Examples: Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.</p>
HE.912.P.8.2:	<p>Utilize current, accurate data/information to formulate a health-enhancing message.</p> <p>Remarks/Examples: Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.</p>
HE.912.P.8.3:	<p>Work cooperatively as an advocate for improving personal, family, and community health.</p> <p>Remarks/Examples: Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.</p>
HE.912.P.8.4:	<p>Adapt health messages and communication techniques to a specific target audience.</p> <p>Remarks/Examples: Internet safety, disease prevention, health disparities, disaster relief, and CPR/AED training.</p>
HE.912.C.1.1:	<p>Predict how healthy behaviors can affect health status.</p> <p>Remarks/Examples: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
HE.912.C.1.2:	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.</p> <p>Remarks/Examples: Substance abuse, eating disorders, sexual behaviors,</p>

	<p>healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
HE.912.C.1.3:	<p>Evaluate how environment and personal health are interrelated.</p> <p>Remarks/Examples: Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p>
HE.912.C.1.4:	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <p>Remarks/Examples: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
HE.912.C.1.5:	<p>Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.</p> <p>Remarks/Examples: Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.</p>
HE.912.C.1.6:	<p>Evaluate the relationship between access to health care and health status.</p> <p>Remarks/Examples: Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.</p>
HE.912.C.1.7:	<p>Analyze how heredity and family history can impact personal health.</p> <p>Remarks/Examples: Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.</p>
HE.912.C.1.8:	<p>Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.</p>

	<p>Remarks/Examples: Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.</p>
HE.912.C.2.1:	<p>Analyze how the family influences the health of individuals.</p> <p>Remarks/Examples: Nutritional management of meals, composition of and relationships within families, and health-insurance status.</p>
HE.912.C.2.2:	<p>Compare how peers influence healthy and unhealthy behaviors.</p> <p>Remarks/Examples: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
HE.912.C.2.3:	<p>Assess how the school and community can affect personal health practice and behaviors.</p> <p>Remarks/Examples: Healthier foods, required health education, health screenings, and enforcement of “no tolerance” policies related to all forms of violence, and AED availability and training.</p>
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p>Remarks/Examples: Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
HE.912.C.2.5:	<p>Evaluate the effect of media on personal and family health.</p> <p>Remarks/Examples: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
HE.912.C.2.6:	<p>Evaluate the impact of technology on personal, family, and</p>

community health.

Remarks/Examples:

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

[HE.912.C.2.7:](#)

Analyze how culture supports and challenges health beliefs, practices, and behaviors.

Remarks/Examples:

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.

Remarks/Examples:

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.

Remarks/Examples:

Social conformity, self-discipline, and impulse vs. delayed gratification.

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

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

Health 2-Personal Health (#0800310)

Version for Academic Year: 2015 - 2016

Course Number: 0800310

Abbreviated Title: HEALTH 2-PER HEALTH

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Elective

Course Level: 2

Course Status: Draft - Course Pending Approval

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

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.
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English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
MAFS.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★

LAFS.910.RL.2.4:	<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>
LAFS.910.W.2.6:	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.L.3.6:	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
HE.912.B.3.1:	<p>Verify the validity of health information, products, and services.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Understanding product-packaging claims, magazine articles, diet/nutritional supplements, energy drinks, exercise video or equipment, tanning salon, fitness club, health professionals, health-related community resources, CPR procedure,</p> </div>

	<p>qualifications of service provider, type of service, type of product, product safety, and reliability.</p>
<p>HE.912.B.3.2:</p>	<p>Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.</p> <p>Remarks/Examples: Internet, family member, nurse, guidance counselor, physician, clinic, hotline, support group, community agency, domestic/dating-violence service provider, and first-aid training location, expense, services available, eligibility, scheduling appointments, healthcare, and mental-health resources.</p>
<p>HE.912.B.3.3:</p>	<p>Justify the validity of a variety of technologies to gather health information.</p> <p>Remarks/Examples: Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
<p>HE.912.B.3.4:</p>	<p>Justify when professional health services or providers may be required.</p> <p>Remarks/Examples: Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.</p>
<p>HE.912.B.4.1:</p>	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Remarks/Examples: Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
<p>HE.912.B.4.4:</p>	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Remarks/Examples: Verbal and written communication, active listening, and how to seek help for a friend.</p>
<p>HE.912.B.5.1:</p>	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p>

	<p>Remarks/Examples: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
<p>HE.912.B.5.2:</p>	<p>Generate alternatives to health-related issues or problems.</p> <p>Remarks/Examples: Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.</p>
<p>HE.912.B.5.3:</p>	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others.</p> <p>Remarks/Examples: Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.</p>
<p>HE.912.B.5.4:</p>	<p>Assess whether individual or collaborative decision making is needed to make a healthy decision.</p> <p>Remarks/Examples: Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.</p>
<p>HE.912.B.5.5:</p>	<p>Examine barriers that can hinder healthy decision making.</p> <p>Remarks/Examples: Interpersonal, financial, environmental factors, and accessibility of health information.</p>
<p>HE.912.B.6.1:</p>	<p>Evaluate personal health practices and overall health status to include all dimensions of health.</p> <p>Remarks/Examples: Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.</p>
<p>HE.912.B.6.2:</p>	<p>Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.</p>

	<p>Remarks/Examples: Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness-program plan.</p>
HE.912.B.6.3:	<p>Implement strategies and monitor progress in achieving a personal health goal.</p> <p>Remarks/Examples: Stress management, time out, using of a squeeze ball when frustrated, talking with a friend or professional, pacing yourself, setting realistic expectations, using rewards, getting support, and wellness promotion.</p>
HE.912.B.6.4:	<p>Formulate an effective long-term personal health plan.</p> <p>Remarks/Examples: Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p>
HE.912.P.7.1:	<p>Analyze the role of individual responsibility in enhancing health.</p> <p>Remarks/Examples: Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.</p>
HE.912.P.7.2:	<p>Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.</p> <p>Remarks/Examples: Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.</p>
HE.912.P.8.1:	<p>Demonstrate how to influence and support others in making positive health choices.</p> <p>Remarks/Examples: Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.</p>
HE.912.P.8.3:	<p>Work cooperatively as an advocate for improving personal, family,</p>

	and community health.
	<p>Remarks/Examples: Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.</p>
HE.912.C.1.1:	<p>Predict how healthy behaviors can affect health status.</p> <p>Remarks/Examples: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
HE.912.C.1.2:	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.</p> <p>Remarks/Examples: Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
HE.912.C.1.3:	<p>Evaluate how environment and personal health are interrelated.</p> <p>Remarks/Examples: Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p>
HE.912.C.1.4:	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <p>Remarks/Examples: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
HE.912.C.1.5:	<p>Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.</p> <p>Remarks/Examples: Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.</p>
HE.912.C.1.6:	<p>Evaluate the relationship between access to health care and health</p>

	status.	<p>Remarks/Examples: Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.</p>
HE.912.C.1.7:	Analyze how heredity and family history can impact personal health.	<p>Remarks/Examples: Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.</p>
HE.912.C.1.8:	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.	<p>Remarks/Examples: Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.</p>
HE.912.C.2.1:	Analyze how the family influences the health of individuals.	<p>Remarks/Examples: Nutritional management of meals, composition of and relationships within families, and health-insurance status.</p>
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors.	<p>Remarks/Examples: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
HE.912.C.2.3:	Assess how the school and community can affect personal health practice and behaviors.	<p>Remarks/Examples: Healthier foods, required health education, health screenings, and enforcement of “no tolerance” policies related to all forms of violence, and AED availability and training.</p>
HE.912.C.2.4:	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.	

	<p>Remarks/Examples: Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
<p>HE.912.C.2.5:</p>	<p>Evaluate the effect of media on personal and family health.</p> <p>Remarks/Examples: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
<p>HE.912.C.2.6:</p>	<p>Evaluate the impact of technology on personal, family, and community health.</p> <p>Remarks/Examples: Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.</p>
<p>HE.912.C.2.7:</p>	<p>Analyze how culture supports and challenges health beliefs, practices, and behaviors.</p> <p>Remarks/Examples: Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</p>
<p>HE.912.C.2.8:</p>	<p>Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>Remarks/Examples: Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.</p>
<p>HE.912.C.2.9:</p>	<p>Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.</p> <p>Remarks/Examples: Social conformity, self-discipline, and impulse vs. delayed gratification.</p>
<p>ELD.K12.ELL.1.1:</p>	<p>English language learners communicate for social and instructional</p>

purposes within the school setting.

First Aid and Safety (#0800320)

Version for Academic Year: 2015 - 2016

Course Number: 0800320

Abbreviated Title: FIRST AID SAFETY

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Elective

Course Level: 2

Course Status: Draft - Course Pending Approval

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

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.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
MAFS.912.S-CP.1.5:	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. <i>For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.</i> ★
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned

	<p>exchange of ideas.</p> <ul style="list-style-type: none"> b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<p>LAFS.910.L.3.4:</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<p>LAFS.1112.L.1.1:</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage</i>) as needed.
<p>LAFS.910.RST.1.3:</p>	<p>Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p>

<p>HE.912.B.3.1:</p>	<p>Verify the validity of health information, products, and services.</p> <p>Remarks/Examples: Understanding product-packaging claims, magazine articles, diet/nutritional supplements, energy drinks, exercise video or equipment, tanning salon, fitness club, health professionals, health-related community resources, CPR procedure, qualifications of service provider, type of service, type of product, product safety, and reliability.</p>
<p>HE.912.B.3.2:</p>	<p>Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.</p> <p>Remarks/Examples: Internet, family member, nurse, guidance counselor, physician, clinic, hotline, support group, community agency, domestic/dating-violence service provider, and first-aid training location, expense, services available, eligibility, scheduling appointments, healthcare, and mental-health resources.</p>
<p>HE.912.B.3.3:</p>	<p>Justify the validity of a variety of technologies to gather health information.</p> <p>Remarks/Examples: Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
<p>HE.912.B.3.4:</p>	<p>Justify when professional health services or providers may be required.</p> <p>Remarks/Examples: Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.</p>
<p>HE.912.B.4.1:</p>	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Remarks/Examples: Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
<p>HE.912.B.5.1:</p>	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p>

	<p>Remarks/Examples: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
HE.912.B.6.1:	<p>Evaluate personal health practices and overall health status to include all dimensions of health.</p> <p>Remarks/Examples: Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.</p>
HE.912.P.7.1:	<p>Analyze the role of individual responsibility in enhancing health.</p> <p>Remarks/Examples: Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.</p>
HE.912.P.8.1:	<p>Demonstrate how to influence and support others in making positive health choices.</p> <p>Remarks/Examples: Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.</p>
HE.912.P.8.2:	<p>Utilize current, accurate data/information to formulate a health-enhancing message.</p> <p>Remarks/Examples: Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.</p>
HE.912.P.8.3:	<p>Work cooperatively as an advocate for improving personal, family, and community health.</p> <p>Remarks/Examples: Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court</p>

	<p>advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.</p>
HE.912.P.8.4:	<p>Adapt health messages and communication techniques to a specific target audience.</p> <p>Remarks/Examples: Internet safety, disease prevention, health disparities, disaster relief, and CPR/AED training.</p>
HE.912.C.1.4:	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <p>Remarks/Examples: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
HE.912.C.1.6:	<p>Evaluate the relationship between access to health care and health status.</p> <p>Remarks/Examples: Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.</p>
HE.912.C.1.8:	<p>Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.</p> <p>Remarks/Examples: Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.</p>
HE.912.C.2.1:	<p>Analyze how the family influences the health of individuals.</p> <p>Remarks/Examples: Nutritional management of meals, composition of and relationships within families, and health-insurance status.</p>
HE.912.C.2.2:	<p>Compare how peers influence healthy and unhealthy behaviors.</p> <p>Remarks/Examples: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy</p>

	lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
HE.912.C.2.3:	<p>Assess how the school and community can affect personal health practice and behaviors.</p> <p>Remarks/Examples: Healthier foods, required health education, health screenings, and enforcement of “no tolerance” policies related to all forms of violence, and AED availability and training.</p>
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p>Remarks/Examples: Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
HE.912.C.2.6:	<p>Evaluate the impact of technology on personal, family, and community health.</p> <p>Remarks/Examples: Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.</p>
HE.912.C.2.8:	<p>Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>Remarks/Examples: Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.</p>
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

Personal, Social, and Family Relationships (#0800330)

Version for Academic Year: 2015 - 2016

Course Number: 0800330

Abbreviated Title: PERSON SOC FAM RLSH

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Elective

Course Level: 2

Course Status: Draft - Course Pending Approval

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

GENERAL NOTES

The purpose of this course is to 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.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

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
MAFS.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display

information flexibly and dynamically.

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

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

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

[LAFS.910.L.3.6:](#)

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

Remarks/Examples:

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

[HE.912.B.3.2:](#)

Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.

Remarks/Examples:

Internet, family member, nurse, guidance counselor, physician,

	<p>clinic, hotline, support group, community agency, domestic/dating-violence service provider, and first-aid training location, expense, services available, eligibility, scheduling appointments, healthcare, and mental-health resources.</p>
HE.912.B.3.3:	<p>Justify the validity of a variety of technologies to gather health information.</p> <p>Remarks/Examples: Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
HE.912.B.3.4:	<p>Justify when professional health services or providers may be required.</p> <p>Remarks/Examples: Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.</p>
HE.912.B.4.1:	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Remarks/Examples: Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
HE.912.B.4.2:	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Remarks/Examples: Validate other's opinions, use direct statement, use active statement, and offer alternatives.</p>
HE.912.B.4.3:	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>Remarks/Examples: Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
HE.912.B.4.4:	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Remarks/Examples:</p>

	Verbal and written communication, active listening, and how to seek help for a friend.
HE.912.B.5.1:	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Remarks/Examples: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
HE.912.B.5.2:	<p>Generate alternatives to health-related issues or problems.</p> <p>Remarks/Examples: Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.</p>
HE.912.B.5.3:	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others.</p> <p>Remarks/Examples: Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.</p>
HE.912.B.5.4:	<p>Assess whether individual or collaborative decision making is needed to make a healthy decision.</p> <p>Remarks/Examples: Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.</p>
HE.912.B.5.5:	<p>Examine barriers that can hinder healthy decision making.</p> <p>Remarks/Examples: Interpersonal, financial, environmental factors, and accessibility of health information.</p>
HE.912.B.6.1:	<p>Evaluate personal health practices and overall health status to include all dimensions of health.</p> <p>Remarks/Examples: Personal strengths, physical fitness, peer relationships,</p>

	<p>environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.</p>
HE.912.B.6.3:	<p>Implement strategies and monitor progress in achieving a personal health goal.</p> <p>Remarks/Examples: Stress management, time out, using of a squeeze ball when frustrated, talking with a friend or professional, pacing yourself, setting realistic expectations, using rewards, getting support, and wellness promotion.</p>
HE.912.B.6.4:	<p>Formulate an effective long-term personal health plan.</p> <p>Remarks/Examples: Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p>
HE.912.P.7.1:	<p>Analyze the role of individual responsibility in enhancing health.</p> <p>Remarks/Examples: Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.</p>
HE.912.P.8.1:	<p>Demonstrate how to influence and support others in making positive health choices.</p> <p>Remarks/Examples: Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.</p>
HE.912.P.8.2:	<p>Utilize current, accurate data/information to formulate a health-enhancing message.</p> <p>Remarks/Examples: Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.</p>
HE.912.P.8.3:	<p>Work cooperatively as an advocate for improving personal, family, and community health.</p>

	<p>Remarks/Examples: Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.</p>
HE.912.C.1.1:	<p>Predict how healthy behaviors can affect health status.</p> <p>Remarks/Examples: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
HE.912.C.1.2:	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.</p> <p>Remarks/Examples: Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
HE.912.C.1.3:	<p>Evaluate how environment and personal health are interrelated.</p> <p>Remarks/Examples: Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p>
HE.912.C.1.4:	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <p>Remarks/Examples: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
HE.912.C.1.5:	<p>Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.</p> <p>Remarks/Examples: Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.</p>
HE.912.C.1.6:	<p>Evaluate the relationship between access to health care and health status.</p>

	<p>Remarks/Examples: Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.</p>
HE.912.C.1.7:	<p>Analyze how heredity and family history can impact personal health.</p> <p>Remarks/Examples: Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.</p>
HE.912.C.1.8:	<p>Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.</p> <p>Remarks/Examples: Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.</p>
HE.912.C.2.1:	<p>Analyze how the family influences the health of individuals.</p> <p>Remarks/Examples: Nutritional management of meals, composition of and relationships within families, and health-insurance status.</p>
HE.912.C.2.2:	<p>Compare how peers influence healthy and unhealthy behaviors.</p> <p>Remarks/Examples: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
HE.912.C.2.3:	<p>Assess how the school and community can affect personal health practice and behaviors.</p> <p>Remarks/Examples: Healthier foods, required health education, health screenings, and enforcement of “no tolerance” policies related to all forms of violence, and AED availability and training.</p>
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p>

	<p>Remarks/Examples: Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
<p>HE.912.C.2.5:</p>	<p>Evaluate the effect of media on personal and family health.</p> <p>Remarks/Examples: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
<p>HE.912.C.2.6:</p>	<p>Evaluate the impact of technology on personal, family, and community health.</p> <p>Remarks/Examples: Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.</p>
<p>HE.912.C.2.7:</p>	<p>Analyze how culture supports and challenges health beliefs, practices, and behaviors.</p> <p>Remarks/Examples: Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</p>
<p>HE.912.C.2.8:</p>	<p>Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>Remarks/Examples: Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.</p>
<p>HE.912.C.2.9:</p>	<p>Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.</p> <p>Remarks/Examples: Social conformity, self-discipline, and impulse vs. delayed gratification.</p>
<p>ELD.K12.ELL.1.1: English language learners communicate for social and instructional</p>	

purposes within the school setting.

Adolescent Health Problems (#0800350)

Version for Academic Year: 2015 - 2016

Course Number: 0800350

Abbreviated Title: ADOL HEALTH PROBLS

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Elective

Course Level: 2

Course Status: Draft - Course Pending Approval

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

GENERAL NOTES

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

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

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
MAFS.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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

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

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

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

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

[LAFS.910.L.3.6:](#)

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

[LAFS.910.WHST.3.7:](#)

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

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

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

Remarks/Examples:

Understanding product-packaging claims, magazine articles, diet/nutritional supplements, energy drinks, exercise video or

	<p>equipment, tanning salon, fitness club, health professionals, health-related community resources, CPR procedure, qualifications of service provider, type of service, type of product, product safety, and reliability.</p>
<p>HE.912.B.3.3:</p>	<p>Justify the validity of a variety of technologies to gather health information.</p> <p>Remarks/Examples: Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
<p>HE.912.B.3.4:</p>	<p>Justify when professional health services or providers may be required.</p> <p>Remarks/Examples: Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.</p>
<p>HE.912.B.4.1:</p>	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Remarks/Examples: Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
<p>HE.912.B.4.2:</p>	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Remarks/Examples: Validate other's opinions, use direct statement, use active statement, and offer alternatives.</p>
<p>HE.912.B.4.3:</p>	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>Remarks/Examples: Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
<p>HE.912.B.4.4:</p>	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Remarks/Examples:</p>

	Verbal and written communication, active listening, and how to seek help for a friend.
HE.912.B.5.1:	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Remarks/Examples: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
HE.912.B.5.2:	<p>Generate alternatives to health-related issues or problems.</p> <p>Remarks/Examples: Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.</p>
HE.912.B.5.3:	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others.</p> <p>Remarks/Examples: Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.</p>
HE.912.B.5.4:	<p>Assess whether individual or collaborative decision making is needed to make a healthy decision.</p> <p>Remarks/Examples: Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.</p>
HE.912.B.5.5:	<p>Examine barriers that can hinder healthy decision making.</p> <p>Remarks/Examples: Interpersonal, financial, environmental factors, and accessibility of health information.</p>
HE.912.B.6.1:	<p>Evaluate personal health practices and overall health status to include all dimensions of health.</p> <p>Remarks/Examples:</p>

	<p>Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.</p>
HE.912.B.6.2:	<p>Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.</p> <p>Remarks/Examples: Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness-program plan.</p>
HE.912.B.6.3:	<p>Implement strategies and monitor progress in achieving a personal health goal.</p> <p>Remarks/Examples: Stress management, time out, using of a squeeze ball when frustrated, talking with a friend or professional, pacing yourself, setting realistic expectations, using rewards, getting support, and wellness promotion.</p>
HE.912.B.6.4:	<p>Formulate an effective long-term personal health plan.</p> <p>Remarks/Examples: Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p>
HE.912.P.7.2:	<p>Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.</p> <p>Remarks/Examples: Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.</p>
HE.912.P.8.1:	<p>Demonstrate how to influence and support others in making positive health choices.</p> <p>Remarks/Examples: Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease</p>

	prevention, and promotion of first-aid training.
HE.912.P.8.2:	<p>Utilize current, accurate data/information to formulate a health-enhancing message.</p> <p>Remarks/Examples: Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.</p>
HE.912.C.1.1:	<p>Predict how healthy behaviors can affect health status.</p> <p>Remarks/Examples: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
HE.912.C.1.2:	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.</p> <p>Remarks/Examples: Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
HE.912.C.1.3:	<p>Evaluate how environment and personal health are interrelated.</p> <p>Remarks/Examples: Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p>
HE.912.C.1.4:	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <p>Remarks/Examples: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
HE.912.C.1.5:	<p>Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.</p> <p>Remarks/Examples:</p>

	<p>Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.</p>
<p>HE.912.C.1.8:</p>	<p>Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.</p> <p>Remarks/Examples: Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.</p>
<p>HE.912.C.2.1:</p>	<p>Analyze how the family influences the health of individuals.</p> <p>Remarks/Examples: Nutritional management of meals, composition of and relationships within families, and health-insurance status.</p>
<p>HE.912.C.2.2:</p>	<p>Compare how peers influence healthy and unhealthy behaviors.</p> <p>Remarks/Examples: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
<p>HE.912.C.2.3:</p>	<p>Assess how the school and community can affect personal health practice and behaviors.</p> <p>Remarks/Examples: Healthier foods, required health education, health screenings, and enforcement of “no tolerance” policies related to all forms of violence, and AED availability and training.</p>
<p>HE.912.C.2.4:</p>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p>Remarks/Examples: Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
<p>HE.912.C.2.5:</p>	<p>Evaluate the effect of media on personal and family health.</p> <p>Remarks/Examples: Compares brand-name/store-brand items in home, analyzes</p>

	<p>television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
<p>HE.912.C.2.6:</p>	<p>Evaluate the impact of technology on personal, family, and community health.</p> <p>Remarks/Examples: Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.</p>
<p>HE.912.C.2.7:</p>	<p>Analyze how culture supports and challenges health beliefs, practices, and behaviors.</p> <p>Remarks/Examples: Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</p>
<p>HE.912.C.2.8:</p>	<p>Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>Remarks/Examples: Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.</p>
<p>HE.912.C.2.9:</p>	<p>Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.</p> <p>Remarks/Examples: Social conformity, self-discipline, and impulse vs. delayed gratification.</p>
<p>ELD.K12.ELL.1.1:</p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

Health Explorations Honors (#0800360)

Version for Academic Year: 2015 - 2016

Course Number: 0800360

Abbreviated Title: HEALTH EXPLOS HON

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Elective

Course Level: 3

Course Status: Draft - Course Pending Approval

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

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)

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.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
MAFS.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and

	update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
HE.912.B.3.1:	Verify the validity of health information, products, and services. Remarks/Examples: Understanding product-packaging claims, magazine articles, diet/nutritional supplements, energy drinks, exercise video or equipment, tanning salon, fitness club, health professionals, health-related community resources, CPR procedure, qualifications of service provider, type of service, type of product, product safety, and reliability.
HE.912.B.3.2:	Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information. Remarks/Examples: 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. Remarks/Examples: 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.

	<p>Remarks/Examples: Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.</p>
HE.912.B.5.1:	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Remarks/Examples: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
HE.912.B.5.2:	<p>Generate alternatives to health-related issues or problems.</p> <p>Remarks/Examples: Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.</p>
HE.912.B.5.3:	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others.</p> <p>Remarks/Examples: Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.</p>
HE.912.B.5.4:	<p>Assess whether individual or collaborative decision making is needed to make a healthy decision.</p> <p>Remarks/Examples: Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.</p>
HE.912.B.5.5:	<p>Examine barriers that can hinder healthy decision making.</p> <p>Remarks/Examples: Interpersonal, financial, environmental factors, and accessibility of health information.</p>
HE.912.B.6.1:	<p>Evaluate personal health practices and overall health status to include all dimensions of health.</p>

	<p>Remarks/Examples: Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.</p>
<p>HE.912.B.6.2:</p>	<p>Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.</p> <p>Remarks/Examples: Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness-program plan.</p>
<p>HE.912.B.6.3:</p>	<p>Implement strategies and monitor progress in achieving a personal health goal.</p> <p>Remarks/Examples: Stress management, time out, using of a squeeze ball when frustrated, talking with a friend or professional, pacing yourself, setting realistic expectations, using rewards, getting support, and wellness promotion.</p>
<p>HE.912.B.6.4:</p>	<p>Formulate an effective long-term personal health plan.</p> <p>Remarks/Examples: Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p>
<p>HE.912.P.8.1:</p>	<p>Demonstrate how to influence and support others in making positive health choices.</p> <p>Remarks/Examples: Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.</p>
<p>HE.912.P.8.2:</p>	<p>Utilize current, accurate data/information to formulate a health-enhancing message.</p> <p>Remarks/Examples: Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community</p>

	<p>agencies, societal influences on the workplace, and teen-driving safety.</p>
<p>HE.912.P.8.3:</p>	<p>Work cooperatively as an advocate for improving personal, family, and community health.</p> <p>Remarks/Examples: Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.</p>
<p>HE.912.C.1.1:</p>	<p>Predict how healthy behaviors can affect health status.</p> <p>Remarks/Examples: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
<p>HE.912.C.1.5:</p>	<p>Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.</p> <p>Remarks/Examples: Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.</p>
<p>HE.912.C.1.6:</p>	<p>Evaluate the relationship between access to health care and health status.</p> <p>Remarks/Examples: Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.</p>
<p>HE.912.C.1.7:</p>	<p>Analyze how heredity and family history can impact personal health.</p> <p>Remarks/Examples: Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.</p>
<p>HE.912.C.1.8:</p>	<p>Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.</p>

	<p>Remarks/Examples: Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.</p>
<p>HE.912.C.2.1:</p>	<p>Analyze how the family influences the health of individuals.</p> <p>Remarks/Examples: Nutritional management of meals, composition of and relationships within families, and health-insurance status.</p>
<p>HE.912.C.2.2:</p>	<p>Compare how peers influence healthy and unhealthy behaviors.</p> <p>Remarks/Examples: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
<p>HE.912.C.2.3:</p>	<p>Assess how the school and community can affect personal health practice and behaviors.</p> <p>Remarks/Examples: Healthier foods, required health education, health screenings, and enforcement of “no tolerance” policies related to all forms of violence, and AED availability and training.</p>
<p>HE.912.C.2.4:</p>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p>Remarks/Examples: Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
<p>HE.912.C.2.5:</p>	<p>Evaluate the effect of media on personal and family health.</p> <p>Remarks/Examples: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
<p>HE.912.C.2.6:</p>	<p>Evaluate the impact of technology on personal, family, and</p>

	<p>community health.</p> <p>Remarks/Examples: Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.</p>
<p>HE.912.C.2.7:</p>	<p>Analyze how culture supports and challenges health beliefs, practices, and behaviors.</p> <p>Remarks/Examples: Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</p>
<p>HE.912.C.2.9:</p>	<p>Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.</p> <p>Remarks/Examples: Social conformity, self-discipline, and impulse vs. delayed gratification.</p>
<p>ELD.K12.ELL.1.1:</p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

Parenting 1 (#0800370)

Version for Academic Year: 2015 - 2016

Course Number: 0800370

Abbreviated Title: PARENTING 1

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Elective

Course Level: 2

Course Status: Draft - Course Pending Approval

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

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.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

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
MAFS.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative

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

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

[LAFS.910.L.3.6:](#)

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

Remarks/Examples:

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

[HE.912.B.3.2:](#)

Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.

Remarks/Examples:

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:	<p>Justify the validity of a variety of technologies to gather health information.</p> <p>Remarks/Examples: Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
HE.912.B.3.4:	<p>Justify when professional health services or providers may be required.</p> <p>Remarks/Examples: Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.</p>
HE.912.B.4.1:	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Remarks/Examples: Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
HE.912.B.4.2:	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Remarks/Examples: Validate other's opinions, use direct statement, use active statement, and offer alternatives.</p>
HE.912.B.4.3:	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>Remarks/Examples: Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
HE.912.B.4.4:	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Remarks/Examples: Verbal and written communication, active listening, and how to seek help for a friend.</p>

<p>HE.912.B.5.1:</p>	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Remarks/Examples: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
<p>HE.912.B.5.2:</p>	<p>Generate alternatives to health-related issues or problems.</p> <p>Remarks/Examples: Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.</p>
<p>HE.912.B.5.3:</p>	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others.</p> <p>Remarks/Examples: Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.</p>
<p>HE.912.B.5.5:</p>	<p>Examine barriers that can hinder healthy decision making.</p> <p>Remarks/Examples: Interpersonal, financial, environmental factors, and accessibility of health information.</p>
<p>HE.912.P.7.1:</p>	<p>Analyze the role of individual responsibility in enhancing health.</p> <p>Remarks/Examples: Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.</p>
<p>HE.912.P.7.2:</p>	<p>Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.</p> <p>Remarks/Examples: Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.</p>
<p>HE.912.P.8.1:</p>	<p>Demonstrate how to influence and support others in making positive health choices.</p>

	<p>Remarks/Examples: Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.</p>
<p>HE.912.C.1.1:</p>	<p>Predict how healthy behaviors can affect health status.</p> <p>Remarks/Examples: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
<p>HE.912.C.1.2:</p>	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.</p> <p>Remarks/Examples: Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
<p>HE.912.C.1.3:</p>	<p>Evaluate how environment and personal health are interrelated.</p> <p>Remarks/Examples: Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p>
<p>HE.912.C.1.4:</p>	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <p>Remarks/Examples: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
<p>HE.912.C.1.5:</p>	<p>Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.</p> <p>Remarks/Examples: Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.</p>
<p>HE.912.C.1.6:</p>	<p>Evaluate the relationship between access to health care and health status.</p>

	<p>Remarks/Examples: Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.</p>
HE.912.C.1.7:	<p>Analyze how heredity and family history can impact personal health.</p> <p>Remarks/Examples: Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.</p>
HE.912.C.1.8:	<p>Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.</p> <p>Remarks/Examples: Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.</p>
HE.912.C.2.1:	<p>Analyze how the family influences the health of individuals.</p> <p>Remarks/Examples: Nutritional management of meals, composition of and relationships within families, and health-insurance status.</p>
HE.912.C.2.2:	<p>Compare how peers influence healthy and unhealthy behaviors.</p> <p>Remarks/Examples: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
HE.912.C.2.3:	<p>Assess how the school and community can affect personal health practice and behaviors.</p> <p>Remarks/Examples: Healthier foods, required health education, health screenings, and enforcement of “no tolerance” policies related to all forms of violence, and AED availability and training.</p>
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p>

	<p>Remarks/Examples: Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
<p>HE.912.C.2.5:</p>	<p>Evaluate the effect of media on personal and family health.</p> <p>Remarks/Examples: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
<p>HE.912.C.2.6:</p>	<p>Evaluate the impact of technology on personal, family, and community health.</p> <p>Remarks/Examples: Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.</p>
<p>HE.912.C.2.7:</p>	<p>Analyze how culture supports and challenges health beliefs, practices, and behaviors.</p> <p>Remarks/Examples: Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</p>
<p>HE.912.C.2.8:</p>	<p>Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>Remarks/Examples: Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.</p>
<p>HE.912.C.2.9:</p>	<p>Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.</p> <p>Remarks/Examples: Social conformity, self-discipline, and impulse vs. delayed gratification.</p>
<p>ELD.K12.ELL.1.1:</p>	<p>English language learners communicate for social and instructional</p>

purposes within the school setting.

Parenting 2 (#0800380)

Version for Academic Year: 2015 - 2016

Course Number: 0800380

Abbreviated Title: PARENTING 2

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Elective

Course Level: 2

Course Status: Draft - Course Pending Approval

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

GENERAL NOTES

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.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

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
MAFS.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display

information flexibly and dynamically.

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

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

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

[LAFS.910.L.3.6:](#)

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

Remarks/Examples:

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

[HE.912.B.3.3:](#)

Justify the validity of a variety of technologies to gather health information.

Remarks/Examples:

Internet, telephone, 911 access, and medical technology,

	including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.
HE.912.B.4.1:	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Remarks/Examples: Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
HE.912.B.4.2:	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Remarks/Examples: Validate other's opinions, use direct statement, use active statement, and offer alternatives.</p>
HE.912.B.4.3:	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>Remarks/Examples: Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
HE.912.B.4.4:	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Remarks/Examples: Verbal and written communication, active listening, and how to seek help for a friend.</p>
HE.912.B.5.1:	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Remarks/Examples: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
HE.912.B.5.2:	Generate alternatives to health-related issues or problems.

	<p>Remarks/Examples: Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.</p>
HE.912.B.5.3:	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others.</p> <p>Remarks/Examples: Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.</p>
HE.912.B.5.5:	<p>Examine barriers that can hinder healthy decision making.</p> <p>Remarks/Examples: Interpersonal, financial, environmental factors, and accessibility of health information.</p>
HE.912.P.7.1:	<p>Analyze the role of individual responsibility in enhancing health.</p> <p>Remarks/Examples: Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.</p>
HE.912.P.7.2:	<p>Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.</p> <p>Remarks/Examples: Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.</p>
HE.912.P.8.1:	<p>Demonstrate how to influence and support others in making positive health choices.</p> <p>Remarks/Examples: Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.</p>
HE.912.C.1.1:	<p>Predict how healthy behaviors can affect health status.</p>

	<p>Remarks/Examples: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
HE.912.C.1.2:	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.</p> <p>Remarks/Examples: Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
HE.912.C.1.3:	<p>Evaluate how environment and personal health are interrelated.</p> <p>Remarks/Examples: Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p>
HE.912.C.1.4:	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <p>Remarks/Examples: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
HE.912.C.1.5:	<p>Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.</p> <p>Remarks/Examples: Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.</p>
HE.912.C.1.6:	<p>Evaluate the relationship between access to health care and health status.</p> <p>Remarks/Examples: Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.</p>
HE.912.C.1.7:	<p>Analyze how heredity and family history can impact personal health.</p>

	<p>Remarks/Examples: Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.</p>
HE.912.C.1.8:	<p>Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.</p> <p>Remarks/Examples: Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.</p>
HE.912.C.2.1:	<p>Analyze how the family influences the health of individuals.</p> <p>Remarks/Examples: Nutritional management of meals, composition of and relationships within families, and health-insurance status.</p>
HE.912.C.2.2:	<p>Compare how peers influence healthy and unhealthy behaviors.</p> <p>Remarks/Examples: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
HE.912.C.2.3:	<p>Assess how the school and community can affect personal health practice and behaviors.</p> <p>Remarks/Examples: Healthier foods, required health education, health screenings, and enforcement of “no tolerance” policies related to all forms of violence, and AED availability and training.</p>
HE.912.C.2.4:	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p>Remarks/Examples: Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
HE.912.C.2.5:	<p>Evaluate the effect of media on personal and family health.</p> <p>Remarks/Examples:</p>

	<p>Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
HE.912.C.2.6:	<p>Evaluate the impact of technology on personal, family, and community health.</p> <p>Remarks/Examples: Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.</p>
HE.912.C.2.7:	<p>Analyze how culture supports and challenges health beliefs, practices, and behaviors.</p> <p>Remarks/Examples: Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</p>
HE.912.C.2.8:	<p>Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>Remarks/Examples: Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.</p>
HE.912.C.2.9:	<p>Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.</p> <p>Remarks/Examples: Social conformity, self-discipline, and impulse vs. delayed gratification.</p>
ELD.K12.ELL.1.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

Health for Expectant Parents (#0800390)

Version for Academic Year: 2015 - 2016

Course Number: 0800390

Abbreviated Title: HEALTH EXPER PARENTS

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Elective

Course Level: 2

Course Status: Draft - Course Pending Approval

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

GENERAL NOTES

The purpose of this course is to 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.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

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
MAFS.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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

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

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

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

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

[LAFS.910.L.3.6:](#)

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

[HE.912.B.3.3:](#)

Justify the validity of a variety of technologies to gather health information.

Remarks/Examples:

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.

Remarks/Examples:

	Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.
HE.912.B.4.2:	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Remarks/Examples: Validate other's opinions, use direct statement, use active statement, and offer alternatives.</p>
HE.912.B.4.3:	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>Remarks/Examples: Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
HE.912.B.4.4:	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Remarks/Examples: Verbal and written communication, active listening, and how to seek help for a friend.</p>
HE.912.B.5.1:	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Remarks/Examples: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
HE.912.B.5.2:	<p>Generate alternatives to health-related issues or problems.</p> <p>Remarks/Examples: Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.</p>
HE.912.B.5.3:	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others.</p> <p>Remarks/Examples: Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons</p>

	on campus, and use of stress management and coping skills.
HE.912.B.5.5:	<p>Examine barriers that can hinder healthy decision making.</p> <p>Remarks/Examples: Interpersonal, financial, environmental factors, and accessibility of health information.</p>
HE.912.B.6.1:	<p>Evaluate personal health practices and overall health status to include all dimensions of health.</p> <p>Remarks/Examples: Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.</p>
HE.912.B.6.2:	<p>Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.</p> <p>Remarks/Examples: Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness-program plan.</p>
HE.912.B.6.3:	<p>Implement strategies and monitor progress in achieving a personal health goal.</p> <p>Remarks/Examples: Stress management, time out, using of a squeeze ball when frustrated, talking with a friend or professional, pacing yourself, setting realistic expectations, using rewards, getting support, and wellness promotion.</p>
HE.912.B.6.4:	<p>Formulate an effective long-term personal health plan.</p> <p>Remarks/Examples: Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p>
HE.912.P.7.1:	Analyze the role of individual responsibility in enhancing health.

	<p>Remarks/Examples: Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.</p>
HE.912.P.7.2:	<p>Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.</p> <p>Remarks/Examples: Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.</p>
HE.912.P.8.1:	<p>Demonstrate how to influence and support others in making positive health choices.</p> <p>Remarks/Examples: Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.</p>
HE.912.P.8.2:	<p>Utilize current, accurate data/information to formulate a health-enhancing message.</p> <p>Remarks/Examples: Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.</p>
HE.912.C.1.1:	<p>Predict how healthy behaviors can affect health status.</p> <p>Remarks/Examples: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
HE.912.C.1.2:	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.</p> <p>Remarks/Examples: Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger</p>

	management, and regular exercise.
HE.912.C.1.3:	<p>Evaluate how environment and personal health are interrelated.</p> <p>Remarks/Examples: Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p>
HE.912.C.1.4:	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <p>Remarks/Examples: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
HE.912.C.1.5:	<p>Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.</p> <p>Remarks/Examples: Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.</p>
HE.912.C.1.6:	<p>Evaluate the relationship between access to health care and health status.</p> <p>Remarks/Examples: Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.</p>
HE.912.C.1.7:	<p>Analyze how heredity and family history can impact personal health.</p> <p>Remarks/Examples: Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.</p>
HE.912.C.1.8:	<p>Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.</p> <p>Remarks/Examples: Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.</p>

<p>HE.912.C.2.1:</p>	<p>Analyze how the family influences the health of individuals.</p> <p>Remarks/Examples: Nutritional management of meals, composition of and relationships within families, and health-insurance status.</p>
<p>HE.912.C.2.2:</p>	<p>Compare how peers influence healthy and unhealthy behaviors.</p> <p>Remarks/Examples: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
<p>HE.912.C.2.3:</p>	<p>Assess how the school and community can affect personal health practice and behaviors.</p> <p>Remarks/Examples: Healthier foods, required health education, health screenings, and enforcement of “no tolerance” policies related to all forms of violence, and AED availability and training.</p>
<p>HE.912.C.2.4:</p>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p>Remarks/Examples: Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
<p>HE.912.C.2.5:</p>	<p>Evaluate the effect of media on personal and family health.</p> <p>Remarks/Examples: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
<p>HE.912.C.2.6:</p>	<p>Evaluate the impact of technology on personal, family, and community health.</p> <p>Remarks/Examples: Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer</p>

	websites, Internet safety, and disease prevention and control.
HE.912.C.2.7:	<p>Analyze how culture supports and challenges health beliefs, practices, and behaviors.</p> <p>Remarks/Examples: Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</p>
HE.912.C.2.8:	<p>Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>Remarks/Examples: Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.</p>
HE.912.C.2.9:	<p>Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.</p> <p>Remarks/Examples: Social conformity, self-discipline, and impulse vs. delayed gratification.</p>
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

ROTC Life Management Skills Waiver (#0800400)

Version for Academic Year: 2015 - 2016

Course Number: 0800400

Abbreviated Title: ROTC LIF MGMT WAIVER

Course Type: Elective

Course Status: Draft - Course Pending Approval

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

Health Transfer (#0800990)

Version for Academic Year: 2015 - 2016

Course Number: 0800990

Abbreviated Title: HEALTH TRAN

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Elective

Course Level: 2

Course Status: Draft - Course Pending Approval

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

Health - Grade 1 (#5008030)

Version for Academic Year: 2015 - 2016

Course Number: 5008030

Abbreviated Title: HEALTH - GRADE 1

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): 1

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).

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

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
LAFS.1.RI.1.1:	Ask and answer questions about key details in a text.
LAFS.1.RI.1.3:	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
LAFS.1.RF.4.4:	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LAFS.1.W.3.8:	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LAFS.1.SL.1.1:	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

[LAFS.1.SL.1.2:](#)

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Identify healthy behaviors.

[HE.1.C.1.1:](#)

Remarks/Examples:

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.

Remarks/Examples:

Making friends, respecting others, understanding empathy, and getting adequate sleep.

[HE.1.C.1.3:](#)

Describe ways to prevent common communicable diseases.

Remarks/Examples:

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.

Remarks/Examples:

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.

Remarks/Examples:

Stomach, intestines, heart, lungs, skin, muscles, and bones.

[HE.1.C.1.6:](#)

Identify health-care providers.

Remarks/Examples:

Doctors, paramedics, and school nurses.

<p>HE.1.B.3.1:</p>	<p>Determine the meaning of warning labels and signs on hazardous products and places</p> <p>Remarks/Examples: Recognizing warning labels and symbols for poisons, hot stoves, swimming signs, and medications.</p>
<p>HE.1.B.3.2:</p>	<p>Identify trusted adults and professionals who can help promote health.</p> <p>Remarks/Examples: Parent, teacher, coach, counselor, and school nurse.</p>
<p>HE.1.B.4.1:</p>	<p>Identify healthy ways to express needs, wants, and feelings.</p> <p>Remarks/Examples: Reporting aggression, reporting bullying and violence to a trusted adult, and learning how to say "no."</p>
<p>HE.1.B.4.2:</p>	<p>Describe good listening skills to enhance health.</p> <p>Remarks/Examples: Using positive body language, waiting your turn, focusing on the speaker, and asking questions to understand.</p>
<p>HE.1.B.4.3:</p>	<p>Describe ways to respond when in an unwanted, threatening, or dangerous situation.</p> <p>Remarks/Examples: Leave, tell a trusted adult, and say "no."</p>
<p>HE.1.P.7.1:</p>	<p>Tell about behaviors that avoid or reduce health risks.</p> <p>Remarks/Examples: Swimming with a buddy, stopping and thinking, and following playground rules.</p>
<p>HE.1.P.8.1:</p>	<p>Encourage others to make positive health choices.</p> <p>Remarks/Examples: Use sunscreen, cross the street at marked areas, and select healthy foods.</p>
<p>HE.1.B.5.1:</p>	<p>Describe situations when a health-related decision can be made individually or when assistance is needed.</p> <p>Remarks/Examples: Crossing a street, choosing foods, washing hands, and</p>

	participating in recreational water activities.
HE.1.B.5.2:	<p>Identify healthy options to health-related issues or problems.</p> <p>Remarks/Examples: Wearing bike helmet, using age- appropriate restraints, and reporting danger.</p>
HE.1.B.5.3:	<p>Explain the consequences of not following rules/practices when making healthy and safe decisions.</p> <p>Remarks/Examples: Tooth decay and environmental damage.</p>
HE.1.C.2.1:	<p>Identify how children learn health behaviors from family and friends.</p> <p>Remarks/Examples: 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.</p>
HE.1.C.2.2:	<p>Explore the ways that a friend would act in a variety of situations.</p> <p>Remarks/Examples: Is a good listener, doesn't ask you to do anything that would hurt you, and takes turns and shares.</p>
HE.1.C.2.3:	<p>Identify what the school and community do to support personal-health practices and behaviors.</p> <p>Remarks/Examples: Nutrition in school lunches, school and community gardens, fire, weather, and lock-down drills.</p>
HE.1.C.2.4:	<p>Recognize health consequences for not following rules.</p> <p>Remarks/Examples: Injuries, arguments, hurt feelings, and pollution.</p>
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

Health - Grade 2 (#5008040)

Version for Academic Year: 2015 - 2016

Course Number: 5008040

Abbreviated Title: HEALTH - GRADE 2

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): 2

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).

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

VERSION REQUIREMENTS

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.

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
LAFS.2.RF.4.4:	Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LAFS.2.W.3.8:	Recall information from experiences or gather information from provided sources to answer a question.

<p>LAFS.2.SL.1.1:</p>	<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
<p>LAFS.2.SL.1.2:</p>	<p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
<p>HE.2.B.3.1:</p>	<p>Understand the meaning of warning labels and signs on hazardous products.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Hazardous-waste sign and medication labels.</p> </div>
<p>HE.2.B.3.2:</p>	<p>Select trusted adults and professionals who can help promote health.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Family members, educators, and environmentalists.</p> </div>
<p>HE.2.C.1.1:</p>	<p>Identify that healthy behaviors affect personal health.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Identifying your emotions and your level of wellness.</p> </div>
<p>HE.2.C.1.2:</p>	<p>Recognize the physical, mental/emotional and social dimensions of health.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Getting along with others, respecting appropriate personal space, understanding anxiety, and feeling safe.</p> </div>
<p>HE.2.C.1.3:</p>	<p>Describe ways a safe, healthy home environment can promote personal health.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Secured poisonous products, fire- safety practices, and posted emergency numbers.</p> </div>
<p>HE.2.C.1.4:</p>	<p>Describe ways to prevent childhood injuries in the home, school, and community settings.</p>

	<p>Remarks/Examples: Recognizing abusive behaviors, following bus/playground rules, and never playing with matches.</p>
	<p>Recognize the locations and functions of major human organs.</p>
HE.2.C.1.5:	<p>Remarks/Examples: The functions of the heart, lungs, and muscles.</p>
	<p>Determine when it is important to seek health care.</p>
HE.2.C.1.6:	<p>Remarks/Examples: High fever, toothache, or persistent cough.</p>
	<p>Demonstrate healthy ways to express needs, wants, feelings, and listening skills to enhance health.</p>
HE.2.B.4.1:	<p>Remarks/Examples: Sharing feelings, following rules and directions, and waiting your turn to speak.</p>
	<p>Demonstrate ways to respond to unwanted, threatening, or dangerous situations.</p>
HE.2.B.4.3:	<p>Remarks/Examples: Role playing: “How to tell a trusted adult or how to leave a dangerous situation safely.”</p>
	<p>Differentiate between situations when a health-related decision can be made individually or when assistance is needed.</p>
HE.2.B.5.1:	<p>Remarks/Examples: When you think your friend is in trouble and food choices.</p>
	<p>Name healthy options to health-related issues or problems.</p>
HE.2.B.5.2:	<p>Remarks/Examples: Safety equipment, peer cooperation, and communication.</p>
	<p>Compare the consequences of not following rules/practices when making healthy and safe decisions.</p>
HE.2.B.5.3:	<p>Remarks/Examples: Negative emotions, accidents, injuries, and pollution.</p>
HE.2.B.6.1:	<p>Establish a short-term personal health goal as a class and take action toward achieving the goal.</p>

	<p>Remarks/Examples: Playground safety and tobacco awareness.</p>
HE.2.B.7.1:	<p>Demonstrate health behaviors to maintain or improve personal health.</p> <p>Remarks/Examples: Physical activity, kindness to others, weather safety, and universal precautions.</p>
HE.2.P.8.1:	<p>Support peers when making positive health choices.</p> <p>Remarks/Examples: Use a buddy system, help others recognize trusted adults as a resource, and encourage others to take turns.</p>
HE.2.C.2.1:	<p>Describe how family rules and practices influence health behaviors.</p> <p>Remarks/Examples: Consistent/inconsistent home safety rules and modeling of food-sanitation practices at home.</p>
HE.2.C.2.2:	<p>Describe how friends' health practices influence health behaviors of others.</p> <p>Remarks/Examples: Telling the truth, treating others with respect, and being tobacco-free.</p>
HE.2.C.2.3:	<p>Describe how the school and community influence health behaviors of children.</p> <p>Remarks/Examples: Health and safety fairs, school and community gardens, and recycling.</p>
HE.2.C.2.4:	<p>Explain the ways that rules make the classroom, school, and community safer.</p> <p>Remarks/Examples: Walking not running, waiting your turn, and following traffic laws.</p>
ELD.K12.ELL.1.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

Health - Grade 3 (#5008050)

Version for Academic Year: 2015 - 2016

Course Number: 5008050

Abbreviated Title: HEALTH - GRADE 3

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): 3

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).

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

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
MAFS.3.MD.2.3:	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i>
LAFS.3.RL.2.6:	Distinguish their own point of view from that of the narrator or those of the characters.
LAFS.3.RI.1.1:	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LAFS.3.RI.2.6:	Distinguish their own point of view from that of the author of a text. Read with sufficient accuracy and fluency to support comprehension.
LAFS.3.RF.4.4:	<ol style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy,

- appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[LAFS.3.W.1.2:](#)

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- d. Provide a concluding statement or section.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 *topics and texts*, building on others' ideas and expressing their own clearly.

[LAFS.3.SL.1.1:](#)

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

[HE.3.B.3.1:](#)

Locate resources from home, school, and community that provide valid health information.

Remarks/Examples:

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.

Remarks/Examples:

Directions on packaging and, consumer safety, television, radio,

	<p>telephone, and reputable websites.</p>
HE.3.B.3.3:	<p>Describe how the media influences the selection of health information, products, and services.</p> <p>Remarks/Examples: Infomercials, cereal boxes, billboards, medicine/over-the-counter medicine ads, and the Centers for Disease Control and Prevention.</p>
HE.3.C.1.1:	<p>Describe healthy behaviors that affect personal health.</p> <p>Remarks/Examples: Covering mouth cough/sneeze, washing hands before eating and after using the bathroom, performing daily physical activity, never using other's hair/toothbrushes, preventing the spread of germs, exercising regularly, avoiding junk food, and avoiding tobacco products.</p>
HE.3.C.1.4:	<p>Recognize common childhood health conditions.</p> <p>Remarks/Examples: Asthma, diabetes, food allergies, dental cavities, and colds.</p>
HE.3.C.1.5:	<p>Recognize that body parts and organs work together to form human body systems.</p> <p>Remarks/Examples: Circulatory system, digestive system, nervous system, reproductive system, and other body systems.</p>
HE.3.C.1.6:	<p>Describe why it is important to seek health care.</p> <p>Remarks/Examples: Fluoride treatment to prevent tooth decay, hearing exam to check hearing, and eye exam to assess vision.</p>
HE.3.C.1.3:	<p>Describe ways a safe, healthy classroom can promote personal health.</p> <p>Remarks/Examples: 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.</p>
HE.3.B.4.1:	<p>Identify effective verbal and nonverbal communication skills to enhance health.</p>

	<p>Remarks/Examples: Listing the effects of facial expressions, body language, verbal cues, sign language, braille, and asking questions seeking further clarification/understanding.</p>
HE.3.B.4.2:	<p>Demonstrate refusal skills that avoid or reduce health risks.</p> <p>Remarks/Examples: Making clear statements, expressing feelings, asking for help, and learning how to say "no."</p>
HE.3.B.4.3:	<p>Demonstrate nonviolent strategies to manage or resolve conflict.</p> <p>Remarks/Examples: Role playing, age-appropriate skills for conflict resolution, mediation, and assertive-communication skills.</p>
HE.3.B.4.4:	<p>Explain ways to ask for assistance to enhance personal health.</p> <p>Remarks/Examples: Group discussions, ask orally, and ask in writing.</p>
HE.3.B.5.1:	<p>Recognize circumstances that can help or hinder healthy decision making.</p> <p>Remarks/Examples: Media health messages, practices of family and peers, and knowledge of topic.</p>
HE.3.B.5.2:	<p>List healthy options to health-related issues or problems.</p> <p>Remarks/Examples: Healthy alternatives to unhealthy messages in the media, fear of personal safety, and nutrition options.</p>
HE.3.B.5.3:	<p>Discuss the potential short-term personal impact of each option when making a health-related decision.</p> <p>Remarks/Examples: Eating healthy foods, daily physical activity, benefits of personal hygiene, disease prevention, and not polluting our environment.</p>
HE.3.B.5.4:	<p>Find a healthy option when making a decision for yourself.</p> <p>Remarks/Examples: Choosing healthy food, increasing physical activity, wearing a bike helmet, using personal flotation devices, using sunscreen,</p>

	and decreasing screen time.
HE.3.B.5.5:	<p>Explain when assistance is needed when making a health-related decision.</p> <p>Remarks/Examples: Media claims and their validity, when to call 911, dealing with grief and loss, and fears of personal safety.</p>
HE.3.B.6.1:	<p>Select a personal health goal and track progress toward achievement.</p> <p>Remarks/Examples: 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.</p>
HE.3.B.6.2:	<p>Examine resources that could assist in achieving a small group personal health goal.</p> <p>Remarks/Examples: Family, school personnel, community resources: police, fire rescue, and EMS.</p>
HE.3.P.7.1:	<p>Practice responsible personal health behaviors.</p> <p>Remarks/Examples: Pedestrian safety, firearm safety, avoiding unsafe places, and not littering.</p>
HE.3.P.7.2:	<p>Investigate a variety of behaviors that avoid or reduce health risks.</p> <p>Remarks/Examples: Daily oral hygiene, medical check-ups, immunizations, and daily physical activity.</p>
HE.3.P.8.1:	<p>Promote positive behaviors to others.</p> <p>Remarks/Examples: Selecting healthy foods, following playground rules, and sharing items respectfully.</p>
HE.3.C.2.1:	<p>Explore how family and friend's traditions and customs may influence health behaviors.</p> <p>Remarks/Examples:</p>

	<p>Family nutritional choices, gatherings, fears, traditions, religious practices, belief in holistic approach, and accepted celebration behaviors demonstrated by others.</p>
<p>HE.3.C.2.3:</p>	<p>Explore how the traditions and customs of the school and community influence health behavior of children.</p> <p>Remarks/Examples: Different school/community venues such as health fairs, fundraisers, special celebrations, ethnic restaurants/festivals, and community/school gardens.</p>
<p>HE.3.C.2.4:</p>	<p>Identify classroom and school rules that promote health and disease prevention.</p> <p>Remarks/Examples: Following rules for walking in hallways, keeping areas clean, listening to crossing guard, and bike safety.</p>
<p>HE.3.C.2.5:</p>	<p>Discuss the positive and negative impacts media may have on health.</p> <p>Remarks/Examples: 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.</p>
<p>HE.3.C.2.6:</p>	<p>Discuss the positive and negative impacts technology may have on health.</p> <p>Remarks/Examples: 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.</p>
<p>ELD.K12.ELL.1.1:</p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

Health - Grade 4 (#5008060)

Version for Academic Year: 2015 - 2016

Course Number: 5008060

Abbreviated Title: HEALTH - GRADE 4

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): 4

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.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

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
LAFS.4.RI.1.1:	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.4.RF.4.4:	Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LAFS.4.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ol style="list-style-type: none"> a. Introduce a topic clearly and group related information in

paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

[LAFS.4.SL.2.4:](#) Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

[HE.4.B.3.1:](#) Describe characteristics of valid health information, products, and services.

Remarks/Examples:
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.

Remarks/Examples:
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.

Remarks/Examples:
Internet; reputable websites, media; television, radio, brochures, books; professional interview; and hospitals.

[HE.4.C.1.1:](#) Identify the relationship between healthy behaviors and personal health.

Remarks/Examples:
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.

	<p>Remarks/Examples: Expressing appropriate feelings, treating others with respect, and participating in a daily physical activity.</p>
HE.4.C.1.3:	<p>Describe ways a safe, healthy school environment can promote personal health.</p> <p>Remarks/Examples: Safety patrols, school crossing guards, hand-washing supplies in restrooms, healthy snack choices, school-wide expectations, be prepared, punctual, and problem solving.</p>
HE.4.C.1.4:	<p>Describe ways to prevent common childhood injuries and health problems.</p> <p>Remarks/Examples: Not sharing head gear, getting yearly check-ups, washing hands before eating and after using bathroom, following pedestrian/vehicle/bicycle safety rules, and brushing/flossing teeth to prevent dental cavities.</p>
HE.4.C.1.5:	<p>Identify the human body parts and organs that work together to form healthy body systems.</p> <p>Remarks/Examples: Muscular and skeletal systems, circulatory and respiratory systems, and endocrine and reproductive systems.</p>
HE.4.C.1.6:	<p>Distinguish differences among various healthcare providers, products, and services.</p> <p>Remarks/Examples: Types of doctors, prescription vs. non-prescription drugs, and emergency medical services.</p>
HE.4.B.4.1:	<p>Explain effective verbal and nonverbal communication skills to enhance health.</p> <p>Remarks/Examples: Practicing assertive, aggressive, and passive response; and demonstrating empathy for individuals affected by diseases or disabilities.</p>
HE.4.B.4.2:	<p>Identify refusal skills and negotiation skills that avoid or reduce health risks.</p>

	<p>Remarks/Examples: Expressing feelings, offering alternatives, and reporting danger.</p>
HE.4.B.4.3:	<p>Discuss nonviolent strategies to manage or resolve conflict.</p> <p>Remarks/Examples: Talking to the resource officer, "cool-off" period; physical activities; quiet time; compromise; and rock, paper, scissors.</p>
HE.4.B.4.4:	<p>Demonstrate ways to ask for assistance to enhance personal health.</p> <p>Remarks/Examples: Verbalize, write, text, email, and draw.</p>
HE.4.B.5.1:	<p>Identify circumstances that can help or hinder healthy decision making.</p> <p>Remarks/Examples: Lack of knowledge, lack of support, and cultural norms.</p>
HE.4.B.5.2:	<p>Itemize healthy options to health-related issues or problems.</p> <p>Remarks/Examples: Immediate responses to an acute injury, conflict resolution/anger management, and physical activity.</p>
HE.4.B.5.3:	<p>Predict the potential short-term impact of each option on self and others when making a health-related decision.</p> <p>Remarks/Examples: First aid, proper nutrition and hygiene, physical activity, tobacco use, and using safety equipment.</p>
HE.4.B.5.4:	<p>Choose a healthy option when making decisions for yourself and/or others.</p> <p>Remarks/Examples: 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.</p>
HE.4.B.5.5:	<p>Examine when assistance is needed to make a health-related decision.</p> <p>Remarks/Examples: Administration of first aid, participation in physical activity, and conflict mediation.</p>

<p>HE.4.B.6.1:</p>	<p>Create a personal health goal and track progress toward achievement.</p> <p>Remarks/Examples: Eating habits/snacks, safety habits, communication skills, sleep habits, tobacco/drug education, coping skills, hygiene habits, wearing sunscreen, and using personal-flotation devices.</p>
<p>HE.4.B.6.2:</p>	<p>Categorize resources that could assist in achieving a small group personal health goal.</p> <p>Remarks/Examples: Family, school personnel, community service providers, and nutrition resource guide.</p>
<p>HE.4.P.7.2:</p>	<p>Discuss a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks.</p> <p>Remarks/Examples: Avoid tobacco/alcohol products, brush and floss teeth, participate in regular physical activity, and report bullying.</p>
<p>HE.4.P.8.1:</p>	<p>Assist others to make positive health choices.</p> <p>Remarks/Examples: Model water-safety rules, be a positive bystander in bullying instances, and report to a trusted adult.</p>
<p>HE.4.C.2.1:</p>	<p>Explain the importance of family on health practices and behaviors.</p> <p>Remarks/Examples: Diet, cultural-health practices, hygiene practices, physical activity, and home remedies.</p>
<p>HE.4.C.2.2:</p>	<p>Explain the important role that friends/peers may play in health practices and behaviors.</p> <p>Remarks/Examples: Recognizing and avoiding bullying behavior, choosing not to use tobacco products or inhalants, and recognizing differences between positive and negative peer pressure.</p>
<p>HE.4.C.2.3:</p>	<p>Explain the important roles that school and community play in health practices and behaviors.</p> <p>Remarks/Examples: Disaster preparedness, school breakfast programs, youth organizations, and recycling.</p>

HE.4.C.2.4:	<p>Recognize types of school rules and community laws that promote health and disease prevention.</p> <div data-bbox="505 268 1365 401" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Helmet law, clean indoor-air laws, and speed limits.</p> </div>
HE.4.C.2.5:	<p>Explain how media influences personal thoughts, feelings, and health behaviors.</p> <div data-bbox="505 478 1365 646" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Insidious marketing/product placement, branding, and anti-drug campaigns.</p> </div>
HE.4.C.2.6:	<p>Explain how technology influences personal thoughts, feelings, and health behaviors.</p> <div data-bbox="505 724 1365 892" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Cyber-bullying, habitual gaming, violent video games, and seat-belt alarm.</p> </div>
ELD.K12.ELL.1.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

Health - Grade 5 (#5008070)

Version for Academic Year: 2015 - 2016

Course Number: 5008070

Abbreviated Title: HEALTH - GRADE 5

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): 5

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.
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.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

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
LAFS.5.RL.2.6:	Describe how a narrator’s or speaker’s point of view influences how events are described.
LAFS.5.RI.3.7:	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
LAFS.5.RI.3.8:	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
LAFS.5.RF.4.4:	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LAFS.5.W.1.2:	Write informative/explanatory texts to examine a topic and convey

ideas and information clearly.

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

[LAFS.5.SL.1.1:](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

[HE.5.B.3.1:](#)

Discuss characteristics of valid health information, products, and services.

Remarks/Examples:

Reliable source, current information, and medically accurate information.

[HE.5.B.3.2:](#)

Evaluate criteria for selecting health resources, products, and services.

Remarks/Examples:

Function, directions for use, competence of the provider, and

	costs.
HE.5.B.3.3:	<p>Compile resources from home, school, and community, technologies that provide valid health information.</p> <p>Remarks/Examples: Library, brochures, books, Internet, radio, television, telephone, scale, pedometer, local pharmacy, health department, and hospitals.</p>
HE.5.C.1.3:	<p>Explain ways a safe, healthy home and school environment promote personal health.</p> <p>Remarks/Examples: Smoke-free environment, clean/orderly environment, behavior rules, and availability of fresh produce.</p>
HE.5.C.1.4:	<p>Compare ways to prevent common childhood injuries and health problems.</p> <p>Remarks/Examples: Wearing appropriate restraints, avoiding food with no nutritional value, and pursuing yearly health check-ups.</p>
HE.5.C.1.5:	<p>Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems.</p> <p>Remarks/Examples: 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.</p>
HE.5.C.1.6:	<p>Recognize how appropriate health care can promote personal health.</p> <p>Remarks/Examples: Having immunizations, using medication appropriately, and seeking grief/loss counseling.</p>
HE.5.B.4.1:	<p>Illustrate techniques of effective verbal and nonverbal communication skills to enhance health.</p> <p>Remarks/Examples: Written or verbal communication, body language, and conflict-resolution skills.</p>
HE.5.B.4.2:	Discuss refusal skills and negotiation skills that avoid or reduce

	health risks.	Remarks/Examples: States desires clearly, offer alternative, use “I” messages, and role play.
HE.5.B.4.3:	Illustrate effective conflict resolution strategies.	Remarks/Examples: 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.	Remarks/Examples: Verbalize, write, and draw.
HE.5.B.5.1:	Describe circumstances that can help or hinder healthy decision making.	Remarks/Examples: Peer pressure, bullying, substance abuse, and stress.
HE.5.B.5.2:	Summarize healthy options to health-related issues or problems.	Remarks/Examples: 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.	Remarks/Examples: 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.	Remarks/Examples: Report bullying, resolve conflicts, and use safety equipment.
HE.5.B.5.5:	Analyze when assistance is needed when making a health-related decision.	Remarks/Examples: Bullying intervention, access to appropriate safety equipment,

	media influences, and peer relationships.
	Specify a personal health goal and track progress toward achievement.
HE.5.B.6.1:	<p>Remarks/Examples: 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.</p>
	Select reliable resources that would assist in achieving a small group personal health goal.
HE.5.B.6.2:	<p>Remarks/Examples: Reliable members from family, school, community, and media.</p>
	Model responsible personal health behaviors.
HE.5.P.7.1:	<p>Remarks/Examples: Respect others, limit television time, choose healthy foods, and pick up litter.</p>
	Illustrate a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks.
HE.5.P.7.2:	<p>Remarks/Examples: Examining nutritionally dense foods, bathing daily, practice using conflict-resolution skills, and choosing the safer option in social situations.</p>
	Persuade others to make positive health choices.
HE.5.P.8.1:	<p>Remarks/Examples: Practice negotiation skills, advocate for a smoke-free environment, and encourage use of safety equipment.</p>
	Predict how families may influence various health practices of children.
HE.5.C.2.1:	<p>Remarks/Examples: Involvement in youth sports, cultural and religious practices, family hygiene practices, dining patterns, and sleeping.</p>
HE.5.C.2.2:	Predict how friends/peers may influence various health practices of children.

	<p>Remarks/Examples: Peer pressure to smoke, pressure to cheat, and decision to stand up for someone being bullied.</p>
HE.5.C.2.3:	<p>Predict how the school and community influence various health practices of children.</p> <p>Remarks/Examples: After-school activities, community safety-education programs, variety and nutrition of school lunch, recycling, and positive and negative community norms.</p>
HE.5.C.2.4:	<p>Give examples of school and public health policies that influence health promotion and disease prevention.</p> <p>Remarks/Examples: Head-lice guidelines, seat-belt and child-restraint laws, helmet laws, fire/severe weather/lockdown drills, school-bus rules, and immunization requirements.</p>
HE.5.C.2.5:	<p>Determine how media influences family health behaviors and the selection of health information, products, and services.</p> <p>Remarks/Examples: Severe-weather alerts, health- product commercials, television cooking shows, and public service announcements.</p>
HE.5.C.2.6:	<p>Describe ways that technology can influence family health behaviors.</p> <p>Remarks/Examples: Seat belt alarms, carbon-monoxide detectors, microwave ovens, and clever advertising.</p>
HE.5.C.2.7:	<p>Discuss how various cultures can influence personal health beliefs.</p> <p>Remarks/Examples: Food that is healthy and unhealthy for you, health risks from tobacco/alcohol use, and healthy skin care.</p>
HE.5.C.2.8:	<p>Investigate influences that change health beliefs and behaviors.</p> <p>Remarks/Examples: Tobacco/alcohol use, prevention education in school, firearm safety, and use of seat-belts/child restraints.</p>
ELD.K12.ELL.1.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

M/J Fitness - Grade 6 (#1508000)

Version for Academic Year: 2015 - 2016

Course Number: 1508000

Abbreviated Title: M/J FITNESS GRADE 6

Course Length: Semester (S)

Course Type: Elective

Course Status: Draft - Course Pending Approval

Grade Level(s): 6

VERSION DESCRIPTION

This fitness course is designed for 6th grade students and intended to be 18 weeks in length. The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students' success.

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:

- 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).

English Language Development ELD Standards Special Notes Section:

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

topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
MAFS.6.RP.1.1:	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”</i>
LAFS.6.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
HE.6.B.3.1:	<p>Examine the validity of health information, and determine the cost of health products, and services.</p> <div data-bbox="505 1186 1365 1381" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Advertisements, Internet, infomercials, articles, flyers, diet supplements, generic vs. name brand, individual fitness plan vs. gym membership, and private lessons vs. recreational play.</p> </div>
HE.6.B.6.1:	<p>Use various methods to measure personal health status.</p> <div data-bbox="505 1434 1365 1591" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: BMI, surveys, heart-rate monitors, pedometer, blood-pressure cuff, and stress-management techniques.</p> </div>
HE.6.P.7.1:	<p>Explain the importance of assuming responsibility for personal-health behaviors.</p> <div data-bbox="505 1682 1365 1839" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Medical/dental checkups, resisting peer pressure, and healthy relationships.</p> </div>
PE.6.C.2.1:	Identify at least two movements or activities which will lead to

	improvement in each of the health-related components of fitness.	<p>Remarks/Examples: The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
PE.6.C.2.2:	List safety procedures that should be followed when engaging in activities to improve the health-related components of fitness.	<p>Remarks/Examples: The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
PE.6.C.2.3:	Describe how each of the health-related components of fitness are improved through the application of training principles.	<p>Remarks/Examples: The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
PE.6.C.2.4:	Describe the long-term benefits of regular physical activity.	<p>Remarks/Examples: Some examples of types of long-term benefits are physical, cognitive and emotional.</p>
PE.6.C.2.5:	Describe the training principles of overload, progression and specificity.	
PE.6.C.2.6:	Classify activities as aerobic or anaerobic.	
PE.6.C.2.7:	Determine personal target heart-rate zone and explain how to adjust intensity level to stay within the desired range.	
PE.6.C.2.8:	List methods of monitoring intensity level during aerobic activity.	<p>Remarks/Examples: Some examples of monitoring intensity levels are a talk test, rate of perceived exertion and taking one's heart rate/pulse.</p>
PE.6.C.2.9:	Explain the effects of physical activity on heart rate during exercise, recovery phase and while the body is at rest.	
PE.6.C.2.10:	Recognize the difference between fact and fallacy as it relates to consumer physical fitness products and programs.	<p>Remarks/Examples:</p>

	Some examples of these are weight- loss pills, food labels and exercise equipment.
PE.6.C.2.11:	Prepare a log noting the food intake, calories consumed and energy expended through physical activity and describe results.
PE.6.C.2.12:	List the components of skill-related fitness. Remarks/Examples: The components of skill-related fitness are speed, coordination, balance, power, agility and reaction time.
PE.6.C.2.13:	List appropriate warm-up and cool-down techniques and the reasons for using them.
PE.6.C.2.22:	List the three different types of heat illnesses associated with fluid loss. Remarks/Examples: The three types of heat illnesses are heat cramps, heat exhaustion and heat stroke.
PE.6.L.3.1:	Participate in moderate physical activity on a daily basis.
PE.6.L.3.2:	Participate in vigorous physical activity on a daily basis.
PE.6.L.3.3:	Participate in a variety of fitness, wellness, gymnastics and dance activities that promote the components of health-related fitness. Remarks/Examples: The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.6.L.3.6:	Identify a variety of fitness, wellness, gymnastics and dance activities that promote stress management.
PE.6.L.4.1:	Create, implement and assess a personal fitness program in collaboration with a teacher.
PE.6.L.4.2:	Develop goals and strategies for a personal physical fitness program.
PE.6.L.4.3:	Use available technology to assess, design and evaluate a personal physical-activity plan.
PE.6.L.4.4:	Develop a personal fitness program including a variety of physical activities.
PE.6.L.4.5:	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.6.R.5.1:	List ways that peer pressure can be positive and negative.
PE.6.R.5.2:	Demonstrate acceptance and respect for persons of diverse

	backgrounds and abilities in physical-activity settings.
	Demonstrate responsible behaviors during physical activities.
PE.6.R.5.3:	<p>Remarks/Examples: Some examples of responsible behaviors are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.</p>
PE.6.R.5.4:	Describe the personal, social and ethical behaviors that apply to specific physical activities.
PE.6.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
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.
	Identify the potential benefits of participation in a variety of physical activities.
PE.6.R.6.2:	<p>Remarks/Examples: Some examples of potential benefits of participation are physical, mental, emotional and social.</p>
PE.6.M.1.1:	Demonstrate movements designed to improve and maintain cardiorespiratory endurance, muscular strength and endurance, flexibility and proper body composition.
PE.6.M.1.2:	Perform at least three different activities that achieve target heart rate.
PE.6.M.1.3:	Demonstrate the principles of training (overload, specificity and progression) and conditioning (frequency, intensity, time and type) for specific physical activities.
PE.6.M.1.5:	Perform movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.
PE.6.M.1.11:	Apply proper warm-up and cool-down techniques.
	Use proper safety practices.
PE.6.M.1.12:	<p>Remarks/Examples: Some examples of safety practices are the use of sun screen, hydration, selection of clothing and correct biomechanics.</p>
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Computer Education Transfer (#0200220)

Version for Academic Year: 2015 - 2016

Course Number: 0200220

Abbreviated Title: M/J CPTR TRAN

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

QUALIFICATIONS

NA

COURSE STANDARDS

Name	Description
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

Introduction to Computers (#5002000)

Version for Academic Year: 2015 - 2016

Course Number: 5002000

Abbreviated Title: INTROD TO CPTRS

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): K,1,2,3,4,5

GENERAL NOTES

The purpose of this course is to enable students to develop basic skills in computer fundamentals, keyboarding, computer applications, research tools, and educational applications.

Within appropriate developmental guidelines the content of this course should enable students to:

- Understand computer specific terminology
- Demonstrate a basic knowledge of computer technology, function and application
- Demonstrate keyboard proficiency
- Use the computer to integrate all areas of the curriculum
- Create original works using multimedia tools
- Use computer programs and educational software to reinforce their learning
- Undertake research and expand their critical thinking skills
- Understand the importance of cyber safety and computer etiquette

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
SC.K.N.1.1:	<p>Collaborate with a partner to collect information.</p> <p>Remarks/Examples: Florida Standards Connections: LAFS.KS.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>
SS.K.C.1.2:	<p>Explain the purpose and necessity of rules and laws at home, school, and community.</p> <p>Remarks/Examples: Examples are attending school and wearing a seat belt.</p>
SS.K.C.2.1:	<p>Demonstrate the characteristics of being a good citizen.</p> <p>Remarks/Examples: Examples are taking turns, sharing, taking responsibility, following rules, understanding the consequences of breaking rules, practicing honesty, self-control, and participating in classroom decision making.</p>
SS.1.C.1.1:	<p>Explain the purpose of rules and laws in the school and community.</p> <p>Remarks/Examples: Examples are keeping order and ensuring safety.</p>
SS.1.C.2.1:	<p>Explain the rights and responsibilities students have in the school community.</p> <p>Remarks/Examples: Examples are not littering, coming to school on time, and having a safe learning environment.</p>
SS.1.C.3.1:	<p>Explain how decisions can be made or how conflicts might be resolved in fair and just ways.</p> <p>Remarks/Examples: Examples are talking about problems, role playing, listening, and sharing.</p>
SS.2.C.1.2:	<p>Explain the consequences of an absence of rules and laws.</p> <p>Remarks/Examples:</p>

	Examples are lack of order and people get hurt.
SS.3.C.2.1:	<p>Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.</p> <p>Remarks/Examples: Examples are food drives, book drives, community, clean-up, voting.</p>
VA.1.F.3.2:	<p>Follow directions for completing classroom tasks in a specified timeframe to show early development of 21st-century skills.</p> <p>Remarks/Examples: e.g., set-up, clean-up, use of materials</p>
LAFS.1.RI.2.5:	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
LAFS.2.RI.2.5:	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
LAFS.3.RI.2.5:	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
LAFS.4.RI.2.5:	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
LAFS.5.RI.2.5:	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
LAFS.K.W.2.6:	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
LAFS.K.W.3.7:	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
LAFS.1.W.2.6:	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LAFS.1.W.3.7:	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
LAFS.1.W.3.8:	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a

	question.
LAFS.2.W.2.6:	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LAFS.2.W.3.7:	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
LAFS.2.W.3.8:	Recall information from experiences or gather information from provided sources to answer a question.
LAFS.3.W.2.6:	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
LAFS.3.W.3.7:	Conduct short research projects that build knowledge about a topic.
LAFS.3.W.3.8:	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
LAFS.4.W.2.6:	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
LAFS.4.W.3.7:	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
LAFS.4.W.3.8:	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
LAFS.4.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
LAFS.5.W.2.6:	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
LAFS.5.W.3.7:	Conduct short research projects that use several sources to build

	knowledge through investigation of different aspects of a topic.
LAFS.5.W.3.8:	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
LAFS.5.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
LAFS.K.SL.1.2:	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
LAFS.K.SL.1.3:	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
LAFS.K.SL.2.5:	Add drawings or other visual displays to descriptions as desired to provide additional detail.
LAFS.K.SL.2.6:	Speak audibly and express thoughts, feelings, and ideas clearly.
LAFS.1.SL.1.2:	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LAFS.1.SL.2.5:	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
LAFS.2.SL.2.5:	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
LAFS.3.SL.2.5:	Demonstrate fluid reading at an understandable pace, adding visual displays and engaging audio recordings when appropriate to emphasize or enhance certain facts or details.
LAFS.4.SL.2.5:	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
LAFS.5.SL.2.5:	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
LAFS.3.L.3.6:	Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships

	(e.g., After dinner that night we went looking for them).
LAFS.4.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal precise actions, emotions, or states of being (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).
LAFS.5.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i>).
	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.3.1:	Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.
	Use appropriate tools strategically.
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze

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

Attend to precision.

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

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

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

Identify the appropriate responses to unwanted and threatening situations.

Remarks/Examples:

Tell a trusted adult, police officer, and/or parent; seek safety and run for help.

[HE.1.B.4.3:](#)

Describe ways to respond when in an unwanted, threatening, or dangerous situation.

Remarks/Examples:

Leave, tell a trusted adult, and say “no.”

[HE.2.B.4.3:](#)

Demonstrate ways to respond to unwanted, threatening, or dangerous situations.

Remarks/Examples:

Role playing: “How to tell a trusted adult or how to leave a dangerous situation safely.”

[HE.3.B.4.3:](#)

Demonstrate nonviolent strategies to manage or resolve conflict.

	<p>Remarks/Examples: Role playing, age-appropriate skills for conflict resolution, mediation, and assertive-communication skills.</p>
HE.4.B.4.3:	<p>Discuss nonviolent strategies to manage or resolve conflict.</p> <p>Remarks/Examples: Talking to the resource officer, "cool-off" period; physical activities; quiet time; compromise; and rock, paper, scissors.</p>
HE.5.B.4.1:	<p>Illustrate techniques of effective verbal and nonverbal communication skills to enhance health.</p> <p>Remarks/Examples: Written or verbal communication, body language, and conflict-resolution skills.</p>
HE.5.B.4.3:	<p>Illustrate effective conflict resolution strategies.</p> <p>Remarks/Examples: Expressing emotions, listening, and using body language.</p>
HE.2.B.5.3:	<p>Compare the consequences of not following rules/practices when making healthy and safe decisions.</p> <p>Remarks/Examples: Negative emotions, accidents, injuries, and pollution.</p>
HE.5.B.5.4:	<p>Select a healthy option when making decisions for yourself and/or others.</p> <p>Remarks/Examples: Report bullying, resolve conflicts, and use safety equipment.</p>
HE.5.B.7.1:	<p>Model responsible personal health behaviors.</p> <p>Remarks/Examples: Respect others, limit television time, choose healthy foods, and pick up litter.</p>
HE.3.P.7.1:	<p>Practice responsible personal health behaviors.</p> <p>Remarks/Examples: Pedestrian safety, firearm safety, avoiding unsafe places, and not littering.</p>
HE.1.B.5.3:	<p>Explain the consequences of not following rules/practices when</p>

	making healthy and safe decisions.
	<p>Remarks/Examples: Tooth decay and environmental damage.</p>
HE.1.C.2.4:	<p>Recognize health consequences for not following rules.</p> <p>Remarks/Examples: Injuries, arguments, hurt feelings, and pollution.</p>
HE.2.C.2.4:	<p>Explain the ways that rules make the classroom, school, and community safer.</p> <p>Remarks/Examples: Walking not running, waiting your turn, and following traffic laws.</p>
HE.3.C.2.6:	<p>Discuss the positive and negative impacts technology may have on health.</p> <p>Remarks/Examples: 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.</p>
HE.4.C.2.6:	<p>Explain how technology influences personal thoughts, feelings, and health behaviors.</p> <p>Remarks/Examples: Cyber-bullying, habitual gaming, violent video games, and seat-belt alarm.</p>
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

French-Elementary (#5007000)

Version for Academic Year: 2015 - 2016

Course Number: 5007000

Abbreviated Title: FRENCH E

Course Status: Draft - Course Pending Approval

Grade Level(s): K,1,2,3,4,5

VERSION DESCRIPTION

French-Elementary introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.

WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.

WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)

WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

German-Elementary (#5007010)

Version for Academic Year: 2015 - 2016

Course Number: 5007010

Abbreviated Title: GERMAN E

Course Status: Draft - Course Pending Approval

Grade Level(s): K,1,2,3,4,5

VERSION DESCRIPTION

German-Elementary introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.

WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.

WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)

WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

Spanish-Elementary (#5007020)

Version for Academic Year: 2015 - 2016

Course Number: 5007020

Abbreviated Title: SPANISH E

Course Status: Draft - Course Pending Approval

Grade Level(s): K,1,2,3,4,5

VERSION DESCRIPTION

Spanish-Elementary introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.

WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.

WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)

WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

Italian-Elementary (#5007040)

Version for Academic Year: 2015 - 2016

Course Number: 5007040

Abbreviated Title: ITALIAN E

Course Status: Draft - Course Pending Approval

Grade Level(s): K,1,2,3,4,5,PreK

VERSION DESCRIPTION

Italian-Elementary introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.

WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.

WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)

WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

Chinese-Elementary (#5007050)

Version for Academic Year: 2015 - 2016

Course Number: 5007050

Abbreviated Title: CHINESE E

Course Status: Draft - Course Pending Approval

Grade Level(s): K,1,2,3,4,5,PreK

VERSION DESCRIPTION

Chinese-Elementary introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.

WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.

WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)

WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

Greek-Elementary (#5007060)

Version for Academic Year: 2015 - 2016

Course Number: 5007060

Abbreviated Title: GREEK E

Course Status: Draft - Course Pending Approval

Grade Level(s): K,1,2,3,4,5,PreK

VERSION DESCRIPTION

Greek-Elementary introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.

WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.

WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)

WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

Haitian Creole-Elementary (#5007070)

Version for Academic Year: 2015 - 2016

Course Number: 5007070

Abbreviated Title: HAITIAN CREOLE E

Course Status: Draft - Course Pending Approval

Grade Level(s): K,1,2,3,4,5,PreK

VERSION DESCRIPTION

Haitian Creole-Elementary introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this **one-year** course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.

WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.

WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)

WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

Portuguese-Elementary (#5007080)

Version for Academic Year: 2015 - 2016

Course Number: 5007080

Abbreviated Title: PORTUGUESE E

Course Status: Draft - Course Pending Approval

Grade Level(s): K,1,2,3,4,5,PreK

VERSION DESCRIPTION

Portuguese-Elementary introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this **one-year** course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

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WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
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WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)

WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.IL.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

Elementary Chorus (#5013010)

Version for Academic Year: 2015 - 2016

Course Number: 5013010

Abbreviated Title: ELEM CHORUS

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): K,1,2,3,4,5,PreK

VERSION DESCRIPTION

Students who have varying levels of experience in chorus develop beginning vocal technique and skills, notational literacy and fluency, expressive and stylistic interpretation, part-singing, critical and creative thinking skills, and an appreciation of music from around the world and throughout history. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

The course descriptions for Elementary Music Electives have been designed to accommodate the mixing of grade levels, experience, and abilities within the same ensemble. Music teachers for elementary music electives should select the most appropriate set of grade-specific benchmarks based on each student's experience, music literacy, and available instruction time. Once an elementary student has entered a course at a specific level of benchmarks, he or she should progress to the next set of grade-specific benchmarks in the sequence for purposes of assessment. If a student reaches the Grade 5 level prior to 5th grade, he or she may continue to participate in the ensemble; the teacher is responsible for designating an appropriate means of increasing the rigor for the student in each subsequent year.

Examples:

- A 3rd grade student beginning in Elementary Band may receive instruction and be assessed according to the Grade 3 benchmarks.
- A 2nd grade student who has taken violin lessons for several years and who is musically literate may receive instruction in Elementary Orchestra and be assessed according to the Grade 5 benchmarks, repeating use of these benchmarks with increased rigor in each subsequent year.
- A 5th grader singing in Elementary Chorus for the first time may receive instruction and be assessed according to the Grade 3 benchmarks.
- A 4th grader in Handbell Ensemble (Special Ensemble) for the first time may receive instruction and be assessed according to the Grade 3 benchmarks. The

same student, in Orff Ensemble (Special Ensemble) for the second year, may receive instruction and be assessed according to the Grade 4 benchmarks.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

In addition to the listed benchmarks and standards, the following clusters and Speaking and Listening standards are required content:

LAFS.3.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

LAFS.4.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

LAFS.5.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Name	Description
MU.3.C.1.1:	Describe listening skills and how they support appreciation of

	musical works.	Remarks/Examples: e.g., focus: form, instrumentation, tempo, dynamics; organize: listening maps, active listening, checklists
MU.3.C.1.2:	Respond to a musical work in a variety of ways and compare individual interpretations.	Remarks/Examples: e.g., move, draw, sing, play, gesture, conduct
MU.3.C.1.4:	Discriminate between unison and two-part singing.	
MU.3.C.2.1:	Evaluate performances of familiar music using teacher-established criteria.	
MU.3.C.3.1:	Identify musical characteristics and elements within a piece of music when discussing the value of the work.	Remarks/Examples: e.g., tempo, rhythm, timbre, form, instrumentation, texture
MU.3.S.2.1:	Identify patterns in songs to aid the development of sequencing and memorization skills.	Remarks/Examples: e.g., parts of a round, parts of a layered work
MU.3.S.3.1:	Sing rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch.	
MU.3.S.3.3:	Sing simple la-sol-mi-re-do patterns at sight.	Remarks/Examples: e.g., reading from hand signs; reading from nontraditional or traditional notation
MU.3.O.1.1:	Identify, using correct music vocabulary, the elements in a musical work.	Remarks/Examples: e.g., rhythm, pitch, timbre, form
MU.3.O.1.2:	Identify and describe the musical form of a familiar song.	Remarks/Examples: e.g., AB, ABA, ABABA, call-and-response, verse/refrain, rondo, intro, coda

MU.3.O.3.1:	Describe how tempo and dynamics can change the mood or emotion of a piece of music.
MU.3.H.1.2:	Identify significant information about specified composers and one or more of their musical works.
MU.3.H.3.1:	<p>Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts.</p> <div data-bbox="505 470 1365 596" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., in dance, visual art, language arts, pulse, rhythm, fluency</p> </div>
MU.3.F.2.1:	<p>Identify musicians in the school, community, and media.</p> <div data-bbox="505 642 1365 806" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., band, chorus, and/or orchestra member; music teacher; cantor, choir director, or song leader in religious services</p> </div>
MU.3.F.2.2:	<p>Describe opportunities for personal music-making.</p> <div data-bbox="505 852 1365 1054" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., performing ensembles, individual lessons, community and church music groups, family, playground, computer-generated music</p> </div>
MU.3.F.3.1:	<p>Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.</p> <div data-bbox="505 1171 1365 1335" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., work together, communicate effectively, share tasks and responsibilities, work well in cooperative learning groups</p> </div>
MU.4.C.1.1:	<p>Develop effective listening strategies and describe how they can support appreciation of musical works.</p> <div data-bbox="505 1419 1365 1621" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., listen for form, instrumentation, tempo, dynamics, melodic line, rhythm patterns; organize thoughts using listening maps, active listening, checklists</p> </div>
MU.4.C.1.2:	<p>Describe, using correct music vocabulary, what is heard in a specific musical work.</p> <div data-bbox="505 1705 1365 1864" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., movement of melodic line, tempo, repeated and contrasting patterns</p> </div>

MU.4.C.1.4:	Identify and describe the four primary voice parts, i.e., soprano, alto, tenor, bass.
MU.4.C.2.1:	Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others. Remarks/Examples: e.g., intonation, balance, blend, timbre, posture, breath support
MU.4.C.2.2:	Critique specific techniques in one's own and others performances using teacher-established criteria.
MU.4.C.3.1:	Describe characteristics that make various musical works appealing. Remarks/Examples: e.g., tempo, rhythm, dynamics, blend, timbre, form, texture, instrumentation
MU.4.S.1.3:	Arrange a familiar song for voices or instruments by manipulating form. Remarks/Examples: e.g., introduction, interlude/bridge, coda, ABA, rondo
MU.4.S.2.1:	Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.
MU.4.S.3.1:	Sing rounds, canons, and/or partner songs in an appropriate range, using proper vocal technique and maintaining pitch.
MU.4.S.3.3:	Perform extended pentatonic melodies at sight. Remarks/Examples: e.g., high do, low sol, low la; vocal and/or instrumental
MU.4.O.1.1:	Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles. Remarks/Examples: e.g., rules of rhythm, melody, timbre, form, tonality, harmony, meter; styles: Classical, Baroque
MU.4.O.3.1:	Identify how expressive elements and lyrics affect the mood or emotion of a song. Remarks/Examples: e.g., tempo, dynamics, phrasing, articulation
MU.4.O.3.2:	Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.

MU.4.H.1.2:	Describe the influence of selected composers on the musical works and practices or traditions of their time.
MU.4.H.3.1:	<p>Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.</p> <div data-bbox="505 426 1365 590" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., movement, form, repetition, rhythmic patterns/numeric patterns, fractions, vibrations/sound waves</p> </div>
MU.4.F.2.1:	<p>Describe roles and careers of selected musicians.</p> <div data-bbox="505 636 1365 800" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., teacher, conductor, composer, studio musician, recording technician, sound engineer, entertainer</p> </div>
MU.4.F.3.1:	<p>Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom.</p> <div data-bbox="505 919 1365 1083" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., punctual, prepared, dependable, self-disciplined, solutions-oriented, shows initiative, uses time wisely</p> </div>
MU.5.C.1.1:	<p>Discuss and apply listening strategies to support appreciation of musical works.</p> <div data-bbox="505 1161 1365 1367" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., focus: structure, instrumentation, tempo, dynamics, melodic line, rhythm patterns, style/genre; organize: listening maps, active listening, checklists</p> </div>
MU.5.C.1.2:	<p>Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.</p> <div data-bbox="505 1444 1365 1608" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., title, historical notes, quality recordings, instrumentation, expressive elements</p> </div>
MU.5.C.1.4:	Identify, aurally, the four primary voice parts, i.e., soprano, alto, tenor, bass, of a mixed choir.
MU.5.C.2.1:	Define criteria, using correct music vocabulary, to critique one's own and others performance.

	<p>Remarks/Examples: e.g., intonation, balance, blend, timbre</p>
MU.5.C.2.2:	Describe changes, using correct music vocabulary, in one's own and/or others performance over time.
MU.5.C.3.1:	Develop criteria to evaluate an exemplary musical work from a specific period or genre.
	Arrange a familiar song by manipulating specified aspects of music.
MU.5.S.1.3:	<p>Remarks/Examples: e.g., dynamics, tempo, lyrics, form, rhythm, instrumentation</p>
MU.5.S.1.4:	Sing or play simple melodic patterns by ear with support from the teacher.
MU.5.S.2.1:	Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.
MU.5.S.2.2:	Apply performance techniques to familiar music.
	Perform simple diatonic melodies at sight.
MU.5.S.3.3:	<p>Remarks/Examples: e.g., vocal and/or instrumental</p>
MU.5.S.3.1:	Sing part songs in an appropriate range, using proper vocal technique and maintaining pitch.
	Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.
MU.5.O.1.1:	<p>Remarks/Examples: e.g., rhythm patterns, melody, timbre, form, tonality, harmony, meter, key; styles: Classical, Baroque, Romantic, nationalistic, jazz</p>
	Examine and explain how expressive elements, when used in a selected musical work, affect personal response.
MU.5.O.3.1:	<p>Remarks/Examples: e.g., tempo, dynamics, timbre, texture, phrasing, articulation</p>
MU.5.O.3.2:	Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.
MU.5.H.1.2:	Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.
MU.5.H.3.1:	Examine critical-thinking processes in music and describe how they

	<p>can be transferred to other disciplines.</p> <p>Remarks/Examples: e.g., reading, writing, observing, listening, evaluating, embellishing, revising</p>
MU.5.F.2.1:	<p>Describe jobs associated with various types of concert venues and performing arts centers.</p> <p>Remarks/Examples: e.g., music merchant, ticket agent, marketer, agent, security guard, food-and-beverage merchant</p>
MU.5.F.2.2:	<p>Explain why live performances are important to the career of the artist and the success of performance venues.</p>
MU.5.F.3.1:	<p>Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.</p> <p>Remarks/Examples: e.g., dedicated, works toward mastery, punctual, prepared, dependable, self-disciplined, solutions-oriented</p>
LAFS.3.RI.2.4:	<p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>
LAFS.4.RI.2.4:	<p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p>
LAFS.5.RI.2.4:	<p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p>
LAFS.3.SL.1.2:	<p>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
LAFS.3.SL.1.3:	<p>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>
LAFS.4.SL.1.2:	<p>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
LAFS.4.SL.1.3:	<p>Identify the reasons and evidence a speaker provides to support particular points.</p>
LAFS.5.SL.1.2:	<p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
LAFS.5.SL.1.3:	<p>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>

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

Elementary Band (#5013020)

Version for Academic Year: 2015 - 2016

Course Number: 5013020

Abbreviated Title: ELEM BAND

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): K,1,2,3,4,5,PreK

VERSION DESCRIPTION

Students who have varying levels of experience on a band instrument to explore high-quality beginning band music. They develop foundational instrumental techniques, skills, and music literacy. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

The course descriptions for Elementary Music Electives have been designed to accommodate the mixing of grade levels, experience, and abilities within the same ensemble. Music teachers for elementary music electives should select the most appropriate set of grade-specific benchmarks based on each student's experience, music literacy, and available instruction time. Once an elementary student has entered a course at a specific level of benchmarks, he or she should progress to the next set of grade-specific benchmarks in the sequence for purposes of assessment. If a student reaches the Grade 5 level prior to 5th grade, he or she may continue to participate in the ensemble; the teacher is responsible for designating an appropriate means of increasing the rigor for the student in each subsequent year.

Examples:

- A 3rd grade student beginning in Elementary Band may receive instruction and be assessed according to the Grade 3 benchmarks.
- A 2nd grade student who has taken violin lessons for several years and who is musically literate may receive instruction in Elementary Orchestra and be assessed according to the Grade 5 benchmarks, repeating use of these benchmarks with increased rigor in each subsequent year.
- A 5th grader singing in Elementary Chorus for the first time may receive instruction and be assessed according to the Grade 3 benchmarks.
- A 4th grader in Handbell Ensemble (Special Ensemble) for the first time may receive instruction and be assessed according to the Grade 3 benchmarks. The

same student, in Orff Ensemble (Special Ensemble) for the second year, may receive instruction and be assessed according to the Grade 4 benchmarks.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

In addition to the listed benchmarks and standards, the following clusters and Speaking and Listening standards are required content:

LAFS.3.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

LAFS.4.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

LAFS.5.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Name	Description
MU.3.C.1.1:	Describe listening skills and how they support appreciation of

	musical works.	Remarks/Examples: e.g., focus: form, instrumentation, tempo, dynamics; organize: listening maps, active listening, checklists
MU.3.C.1.2:	Respond to a musical work in a variety of ways and compare individual interpretations.	Remarks/Examples: e.g., move, draw, sing, play, gesture, conduct
MU.3.C.1.3:	Identify families of orchestral and band instruments.	Remarks/Examples: e.g., strings, woodwinds, brass, percussion, keyboards
MU.3.C.2.1:	Evaluate performances of familiar music using teacher-established criteria.	
MU.3.C.3.1:	Identify musical characteristics and elements within a piece of music when discussing the value of the work.	Remarks/Examples: e.g., tempo, rhythm, timbre, form, instrumentation, texture
MU.3.S.2.1:	Identify patterns in songs to aid the development of sequencing and memorization skills.	Remarks/Examples: e.g., parts of a round, parts of a layered work
MU.3.S.3.3:	Sing simple la-sol-mi-re-do patterns at sight.	Remarks/Examples: e.g., reading from hand signs; reading from nontraditional or traditional notation
MU.3.O.1.1:	Identify, using correct music vocabulary, the elements in a musical work.	Remarks/Examples: e.g., rhythm, pitch, timbre, form
MU.3.O.1.2:	Identify and describe the musical form of a familiar song.	Remarks/Examples: e.g., AB, ABA, ABABA, call-and-response, verse/refrain,

	rondo, intro, coda
MU.3.O.3.1:	Describe how tempo and dynamics can change the mood or emotion of a piece of music.
MU.3.H.1.2:	Identify significant information about specified composers and one or more of their musical works.
MU.3.H.3.1:	Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts. Remarks/Examples: e.g., in dance, visual art, language arts, pulse, rhythm, fluency
MU.3.F.2.1:	Identify musicians in the school, community, and media. Remarks/Examples: e.g., band, chorus, and/or orchestra member; music teacher; cantor, choir director, or song leader in religious services
MU.3.F.2.2:	Describe opportunities for personal music-making. Remarks/Examples: e.g., performing ensembles, individual lessons, community and church music groups, family, playground, computer-generated music
MU.3.F.3.1:	Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole. Remarks/Examples: e.g., work together, communicate effectively, share tasks and responsibilities, work well in cooperative learning groups
MU.4.C.1.1:	Develop effective listening strategies and describe how they can support appreciation of musical works. Remarks/Examples: e.g., listen for form, instrumentation, tempo, dynamics, melodic line, rhythm patterns; organize thoughts using listening maps, active listening, checklists
MU.4.C.1.2:	Describe, using correct music vocabulary, what is heard in a specific musical work. Remarks/Examples:

	e.g., movement of melodic line, tempo, repeated and contrasting patterns
MU.4.C.1.3:	Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard.
MU.4.C.2.1:	Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others. Remarks/Examples: e.g., intonation, balance, blend, timbre, posture, breath support
MU.4.C.2.2:	Critique specific techniques in one's own and others performances using teacher-established criteria.
MU.4.C.3.1:	Describe characteristics that make various musical works appealing. Remarks/Examples: e.g., tempo, rhythm, dynamics, blend, timbre, form, texture, instrumentation
MU.4.S.1.3:	Arrange a familiar song for voices or instruments by manipulating form. Remarks/Examples: e.g., introduction, interlude/bridge, coda, ABA, rondo
MU.4.S.2.1:	Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.
MU.4.S.3.3:	Perform extended pentatonic melodies at sight. Remarks/Examples: e.g., high do, low sol, low la; vocal and/or instrumental
MU.4.O.1.1:	Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles. Remarks/Examples: e.g., rules of rhythm, melody, timbre, form, tonality, harmony, meter; styles: Classical, Baroque
MU.4.O.3.1:	Identify how expressive elements and lyrics affect the mood or emotion of a song. Remarks/Examples: e.g., tempo, dynamics, phrasing, articulation
MU.4.O.3.2:	Apply expressive elements to a vocal or instrumental piece and, using

	correct music vocabulary, explain one's choices.
MU.4.H.1.2:	Describe the influence of selected composers on the musical works and practices or traditions of their time.
MU.4.H.3.1:	Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area. Remarks/Examples: e.g., movement, form, repetition, rhythmic patterns/numeric patterns, fractions, vibrations/sound waves
MU.4.F.2.1:	Describe roles and careers of selected musicians. Remarks/Examples: e.g., teacher, conductor, composer, studio musician, recording technician, sound engineer, entertainer
MU.4.F.3.1:	Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom. Remarks/Examples: e.g., punctual, prepared, dependable, self-disciplined, solutions-oriented, shows initiative, uses time wisely
MU.4.F.3.2:	Discuss the safe, legal way to download songs and other media. Remarks/Examples: e.g., sharing personal and financial information, copying and sharing music
MU.5.C.1.1:	Discuss and apply listening strategies to support appreciation of musical works. Remarks/Examples: e.g., focus: structure, instrumentation, tempo, dynamics, melodic line, rhythm patterns, style/genre; organize: listening maps, active listening, checklists
MU.5.C.1.2:	Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work. Remarks/Examples: e.g., title, historical notes, quality recordings, instrumentation, expressive elements

<p>MU.5.C.1.3:</p>	<p>Identify, aurally, selected instruments of the band and orchestra.</p> <p>Remarks/Examples: e.g., violin, cello, string bass, flute, clarinet, oboe, bassoon, trumpet, trombone, tuba, French horn, bass drum, snare drum, xylophone, chimes, piano, harpsichord</p>
<p>MU.5.C.2.1:</p>	<p>Define criteria, using correct music vocabulary, to critique one's own and others performance.</p> <p>Remarks/Examples: e.g., intonation, balance, blend, timbre</p>
<p>MU.5.C.2.2:</p>	<p>Describe changes, using correct music vocabulary, in one's own and/or others performance over time.</p>
<p>MU.5.C.3.1:</p>	<p>Develop criteria to evaluate an exemplary musical work from a specific period or genre.</p>
<p>MU.5.S.1.3:</p>	<p>Arrange a familiar song by manipulating specified aspects of music.</p> <p>Remarks/Examples: e.g., dynamics, tempo, lyrics, form, rhythm, instrumentation</p>
<p>MU.5.S.1.4:</p>	<p>Sing or play simple melodic patterns by ear with support from the teacher.</p>
<p>MU.5.S.2.1:</p>	<p>Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.</p>
<p>MU.5.S.2.2:</p>	<p>Apply performance techniques to familiar music.</p>
<p>MU.5.S.3.3:</p>	<p>Perform simple diatonic melodies at sight.</p> <p>Remarks/Examples: e.g., vocal and/or instrumental</p>
<p>MU.5.O.1.1:</p>	<p>Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.</p> <p>Remarks/Examples: e.g., rhythm patterns, melody, timbre, form, tonality, harmony, meter, key; styles: Classical, Baroque, Romantic, nationalistic, jazz</p>
<p>MU.5.O.3.1:</p>	<p>Examine and explain how expressive elements, when used in a selected musical work, affect personal response.</p> <p>Remarks/Examples:</p>

	e.g., tempo, dynamics, timbre, texture, phrasing, articulation
MU.5.O.3.2:	Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.
MU.5.H.1.2:	Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.
	Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.
MU.5.H.3.1:	<p>Remarks/Examples: e.g., reading, writing, observing, listening, evaluating, embellishing, revising</p>
	Describe jobs associated with various types of concert venues and performing arts centers.
MU.5.F.2.1:	<p>Remarks/Examples: e.g., music merchant, ticket agent, marketer, agent, security guard, food-and-beverage merchant</p>
MU.5.F.2.2:	Explain why live performances are important to the career of the artist and the success of performance venues.
	Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.
MU.5.F.3.1:	<p>Remarks/Examples: e.g., dedicated, works toward mastery, punctual, prepared, dependable, self-disciplined, solutions-oriented</p>
	Practice safe, legal, and responsible acquisition and use of music media, and describe why it is important to do so.
MU.5.F.3.2:	<p>Remarks/Examples: e.g., downloading music and other digital media, sharing personal and financial information, copying music</p>
LAFS.3.RI.2.4:	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
LAFS.4.RI.2.4:	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
LAFS.5.RI.2.4:	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
LAFS.3.SL.1.2:	Determine the main ideas and supporting details of a text read aloud

	or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.3.SL.1.3:	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LAFS.4.SL.1.2:	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.4.SL.1.3:	Identify the reasons and evidence a speaker provides to support particular points.
LAFS.5.SL.1.2:	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.5.SL.1.3:	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

Elementary Orchestra (#5013030)

Version for Academic Year: 2015 - 2016

Course Number: 5013030

Abbreviated Title: ELEM ORCHESTRA

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): K,1,2,3,4,5,PreK

VERSION DESCRIPTION

Students who have varying levels of experience on orchestral string instruments explore high-quality literature written and/or arranged for string orchestra. Rehearsals focus on the development of instrumental techniques and skills, critical listening and aural skills, music literacy, ensemble skills, and aesthetic musical awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

The course descriptions for Elementary Music Electives have been designed to accommodate the mixing of grade levels, experience, and abilities within the same ensemble. Music teachers for elementary music electives should select the most appropriate set of grade-specific benchmarks based on each student's experience, music literacy, and available instruction time. Once an elementary student has entered a course at a specific level of benchmarks, he or she should progress to the next set of grade-specific benchmarks in the sequence for purposes of assessment. If a student reaches the Grade 5 level prior to 5th grade, he or she may continue to participate in the ensemble; the teacher is responsible for designating an appropriate means of increasing the rigor for the student in each subsequent year.

Examples:

- A 3rd grade student beginning in Elementary Band may receive instruction and be assessed according to the Grade 3 benchmarks.
- A 2nd grade student who has taken violin lessons for several years and who is musically literate may receive instruction in Elementary Orchestra and be assessed according to the Grade 5 benchmarks, repeating use of these benchmarks with increased rigor in each subsequent year.
- A 5th grader singing in Elementary Chorus for the first time may receive instruction and be assessed according to the Grade 3 benchmarks.
- A 4th grader in Handbell Ensemble (Special Ensemble) for the first time may receive instruction and be assessed according to the Grade 3 benchmarks. The

same student, in Orff Ensemble (Special Ensemble) for the second year, may receive instruction and be assessed according to the Grade 4 benchmarks.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

In addition to the listed benchmarks and standards, the following Speaking and Listening standards are required content:

LAFS.3.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

LAFS.4.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

LAFS.5.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Name	Description
SC.4.P.10.3:	Investigate and explain that sound is produced by vibrating objects

	and that pitch depends on how fast or slow the object vibrates.
MU.3.C.1.1:	Describe listening skills and how they support appreciation of musical works. Remarks/Examples: e.g., focus: form, instrumentation, tempo, dynamics; organize: listening maps, active listening, checklists
MU.3.C.1.2:	Respond to a musical work in a variety of ways and compare individual interpretations. Remarks/Examples: e.g., move, draw, sing, play, gesture, conduct
MU.3.C.1.3:	Identify families of orchestral and band instruments. Remarks/Examples: e.g., strings, woodwinds, brass, percussion, keyboards
MU.3.C.2.1:	Evaluate performances of familiar music using teacher-established criteria.
MU.3.C.3.1:	Identify musical characteristics and elements within a piece of music when discussing the value of the work. Remarks/Examples: e.g., tempo, rhythm, timbre, form, instrumentation, texture
MU.3.S.2.1:	Identify patterns in songs to aid the development of sequencing and memorization skills. Remarks/Examples: e.g., parts of a round, parts of a layered work
MU.3.S.3.3:	Sing simple la-sol-mi-re-do patterns at sight. Remarks/Examples: e.g., reading from hand signs; reading from nontraditional or traditional notation
MU.3.O.1.1:	Identify, using correct music vocabulary, the elements in a musical work. Remarks/Examples: e.g., rhythm, pitch, timbre, form
MU.3.O.1.2:	Identify and describe the musical form of a familiar song.

	<p>Remarks/Examples: e.g., AB, ABA, ABABA, call-and-response, verse/refrain, rondo, intro, coda</p>
MU.3.O.3.1:	Describe how tempo and dynamics can change the mood or emotion of a piece of music.
MU.3.H.1.2:	Identify significant information about specified composers and one or more of their musical works.
MU.3.H.3.1:	<p>Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts.</p> <p>Remarks/Examples: e.g., in dance, visual art, language arts, pulse, rhythm, fluency</p>
MU.3.F.2.1:	<p>Identify musicians in the school, community, and media.</p> <p>Remarks/Examples: e.g., band, chorus, and/or orchestra member; music teacher; cantor, choir director, or song leader in religious services</p>
MU.3.F.2.2:	<p>Describe opportunities for personal music-making.</p> <p>Remarks/Examples: e.g., performing ensembles, individual lessons, community and church music groups, family, playground, computer-generated music</p>
MU.3.F.3.1:	<p>Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.</p> <p>Remarks/Examples: e.g., work together, communicate effectively, share tasks and responsibilities, work well in cooperative learning groups</p>
MU.4.C.1.1:	<p>Develop effective listening strategies and describe how they can support appreciation of musical works.</p> <p>Remarks/Examples: e.g., listen for form, instrumentation, tempo, dynamics, melodic line, rhythm patterns; organize thoughts using listening maps, active listening, checklists</p>
MU.4.C.1.2:	Describe, using correct music vocabulary, what is heard in a specific musical work.

	<p>Remarks/Examples: e.g., movement of melodic line, tempo, repeated and contrasting patterns</p>
MU.4.C.1.3:	Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard.
MU.4.C.2.1:	<p>Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.</p> <p>Remarks/Examples: e.g., intonation, balance, blend, timbre, posture, breath support</p>
MU.4.C.2.2:	Critique specific techniques in one's own and others performances using teacher-established criteria.
MU.4.C.3.1:	<p>Describe characteristics that make various musical works appealing.</p> <p>Remarks/Examples: e.g., tempo, rhythm, dynamics, blend, timbre, form, texture, instrumentation</p>
MU.4.S.1.3:	<p>Arrange a familiar song for voices or instruments by manipulating form.</p> <p>Remarks/Examples: e.g., introduction, interlude/bridge, coda, ABA, rondo</p>
MU.4.S.2.1:	Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.
MU.4.S.3.3:	<p>Perform extended pentatonic melodies at sight.</p> <p>Remarks/Examples: e.g., high do, low sol, low la; vocal and/or instrumental</p>
MU.4.O.1.1:	<p>Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.</p> <p>Remarks/Examples: e.g., rules of rhythm, melody, timbre, form, tonality, harmony, meter; styles: Classical, Baroque</p>
MU.4.O.3.1:	<p>Identify how expressive elements and lyrics affect the mood or emotion of a song.</p> <p>Remarks/Examples: e.g., tempo, dynamics, phrasing, articulation</p>

MU.4.O.3.2:	Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.
MU.4.H.1.2:	Describe the influence of selected composers on the musical works and practices or traditions of their time.
MU.4.H.3.1:	Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area. Remarks/Examples: e.g., movement, form, repetition, rhythmic patterns/numeric patterns, fractions, vibrations/sound waves
MU.4.F.2.1:	Describe roles and careers of selected musicians. Remarks/Examples: e.g., teacher, conductor, composer, studio musician, recording technician, sound engineer, entertainer
MU.4.F.3.1:	Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom. Remarks/Examples: e.g., punctual, prepared, dependable, self-disciplined, solutions-oriented, shows initiative, uses time wisely
MU.4.F.3.2:	Discuss the safe, legal way to download songs and other media. Remarks/Examples: e.g., sharing personal and financial information, copying and sharing music
MU.5.C.1.1:	Discuss and apply listening strategies to support appreciation of musical works. Remarks/Examples: e.g., focus: structure, instrumentation, tempo, dynamics, melodic line, rhythm patterns, style/genre; organize: listening maps, active listening, checklists
MU.5.C.1.2:	Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.

	<p>Remarks/Examples: e.g., title, historical notes, quality recordings, instrumentation, expressive elements</p>
MU.5.C.1.3:	<p>Identify, aurally, selected instruments of the band and orchestra.</p> <p>Remarks/Examples: e.g., violin, cello, string bass, flute, clarinet, oboe, bassoon, trumpet, trombone, tuba, French horn, bass drum, snare drum, xylophone, chimes, piano, harpsichord</p>
MU.5.C.2.1:	<p>Define criteria, using correct music vocabulary, to critique one's own and others performance.</p> <p>Remarks/Examples: e.g., intonation, balance, blend, timbre</p>
MU.5.C.2.2:	<p>Describe changes, using correct music vocabulary, in one's own and/or others performance over time.</p>
MU.5.C.3.1:	<p>Develop criteria to evaluate an exemplary musical work from a specific period or genre.</p>
MU.5.S.1.3:	<p>Arrange a familiar song by manipulating specified aspects of music.</p> <p>Remarks/Examples: e.g., dynamics, tempo, lyrics, form, rhythm, instrumentation</p>
MU.5.S.1.4:	<p>Sing or play simple melodic patterns by ear with support from the teacher.</p>
MU.5.S.2.1:	<p>Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.</p>
MU.5.S.2.2:	<p>Apply performance techniques to familiar music.</p>
MU.5.S.3.3:	<p>Perform simple diatonic melodies at sight.</p> <p>Remarks/Examples: e.g., vocal and/or instrumental</p>
MU.5.O.1.1:	<p>Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.</p> <p>Remarks/Examples: e.g., rhythm patterns, melody, timbre, form, tonality, harmony, meter, key; styles: Classical, Baroque, Romantic, nationalistic, jazz</p>

MU.5.O.3.1:	<p>Examine and explain how expressive elements, when used in a selected musical work, affect personal response.</p> <div data-bbox="505 275 1369 401" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., tempo, dynamics, timbre, texture, phrasing, articulation</p> </div>
MU.5.O.3.2:	<p>Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.</p>
MU.5.H.1.2:	<p>Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.</p>
MU.5.H.3.1:	<p>Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.</p> <div data-bbox="505 646 1369 814" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., reading, writing, observing, listening, evaluating, embellishing, revising</p> </div>
MU.5.F.2.1:	<p>Describe jobs associated with various types of concert venues and performing arts centers.</p> <div data-bbox="505 892 1369 1060" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., music merchant, ticket agent, marketer, agent, security guard, food-and-beverage merchant</p> </div>
MU.5.F.2.2:	<p>Explain why live performances are important to the career of the artist and the success of performance venues.</p>
MU.5.F.3.1:	<p>Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.</p> <div data-bbox="505 1255 1369 1423" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., dedicated, works toward mastery, punctual, prepared, dependable, self-disciplined, solutions-oriented</p> </div>
MU.5.F.3.2:	<p>Practice safe, legal, and responsible acquisition and use of music media, and describe why it is important to do so.</p> <div data-bbox="505 1501 1369 1669" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., downloading music and other digital media, sharing personal and financial information, copying music</p> </div>
LAFS.3.RI.2.4:	<p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>
LAFS.4.RI.2.4:	<p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p>
LAFS.5.RI.2.4:	<p>Determine the meaning of general academic and domain-specific</p>

	words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
<u>LAFS.3.SL.1.2:</u>	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<u>LAFS.3.SL.1.3:</u>	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
<u>LAFS.4.SL.1.2:</u>	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<u>LAFS.4.SL.1.3:</u>	Identify the reasons and evidence a speaker provides to support particular points.
<u>LAFS.5.SL.1.2:</u>	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<u>LAFS.5.SL.1.3:</u>	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
<u>ELD.K12.ELL.1.1:</u>	English language learners communicate for social and instructional purposes within the school setting.

Study Hall-Elementary (#5022000)

Version for Academic Year: 2015 - 2016

Course Number: 5022000

Abbreviated Title: STUDY HALL E

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): K,1,2,3,4,5

GENERAL NOTES

The purpose and intent of this course is to allow students to complete outside assignments within the period of the school day.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

District Head Start (#5100520)

Version for Academic Year: 2015 - 2016

Course Number: 5100520

Abbreviated Title: DIST HEAD START

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): K,1,2,3,4,5

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

District Title 1 Prekindergarten (#5100530)

Version for Academic Year: 2015 - 2016

Course Number: 5100530

Abbreviated Title: DIST TITLE 1 PK

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): K,1,2,3,4,5

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

Prekindergarten Other (#5100560)

Version for Academic Year: 2015 - 2016

Course Number: 5100560

Abbreviated Title: PK OTHER

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): K,1,2,3,4,5

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

School Readiness (#5100570)

Version for Academic Year: 2015 - 2016

Course Number: 5100570

Abbreviated Title: SCHOOL READINESS

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): K,1,2,3,4,5

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

Voluntary Prekindergarten Education- school year program (#5100580)

Version for Academic Year: 2015 - 2016

Course Number: 5100580

Abbreviated Title: VPK-SCH YEAR PROG

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): K,1,2,3,4,5

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

Voluntary Prekindergarten Education- summer program (#5100590)

Version for Academic Year: 2015 - 2016

Course Number: 5100590

Abbreviated Title: VPK-SUMMER PROG

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): K,1,2,3,4,5

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Dance 1 (#0300000)

Version for Academic Year: 2015 - 2016

Course Number: 0300000

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

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

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

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

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

Name	Description
DA.68.C.1.2:	<p>Process, sequence, and demonstrate new material quickly and accurately with energy, expression, and clarity.</p> <div data-bbox="529 869 1367 995" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., in a classroom, master class, rehearsal, audition</p> </div>
DA.68.C.2.1:	<p>Solve challenges in technique and composition by visualizing and applying creative solutions.</p>
DA.68.C.2.2:	<p>Reflect on critiques from a variety of sources to improve technique and the creative process, and to make decisions about one's work.</p> <div data-bbox="529 1163 1367 1289" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., self, peer, teacher</p> </div>
DA.68.S.1.4:	<p>Use kinesthetic knowledge to demonstrate comprehension of partnering and movement relationships between two or more dancers.</p> <div data-bbox="529 1407 1367 1575" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., counter-balance, weight-share, line, opposition, mirroring, unison</p> </div>
DA.68.S.2.1:	<p>Sustain focused attention, respect, and discipline during classes and performances.</p>
DA.68.S.2.4:	<p>Transfer corrections or concepts from the execution of one class exercise to another.</p> <div data-bbox="529 1734 1367 1862" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., rotation of the leg in plié to rotation of the leg in tendu</p> </div>

DA.68.S.2.5:	<p>Rehearse to improve the performance quality of dance pieces.</p> <p>Remarks/Examples: e.g., repetition, revision, refinement</p>
DA.68.S.3.1:	<p>Use and maintain principles of alignment in locomotor and non-locomotor movements.</p>
DA.68.S.3.2:	<p>Develop strength, stamina, flexibility, and range of motion through safe practices and knowledge of basic anatomy and physiology.</p>
DA.68.S.3.3:	<p>Apply the mechanics of movement transitions and weight changes.</p> <p>Remarks/Examples: e.g., body-part initiation, pelvic shift, fall and recovery</p>
DA.68.S.3.4:	<p>Perform, using dance technique, with musical accuracy and expression.</p> <p>Remarks/Examples: e.g., on the counts, fill the music</p>
DA.68.S.3.5:	<p>Perform a variety of movements while vertical, off-vertical, or balancing on one leg.</p>
DA.68.S.3.7:	<p>Practice a variety of dance sequences to increase agility and coordination in movement patterns.</p>
DA.68.O.1.1:	<p>Compare characteristics of two dance forms.</p> <p>Remarks/Examples: e.g., modern/jazz, ballet/Bharata Natyam, West African/Capoeira</p>
DA.68.O.1.2:	<p>Demonstrate, without prompting, procedures expected in class, rehearsal, and performance with independence.</p>
DA.68.O.2.1:	<p>Create a dance phrase and revise one or more elements to add interest and diversity to the piece.</p>
DA.68.O.3.5:	<p>Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.</p>
DA.68.H.1.2:	<p>Research and discuss the influence that social dances have had on the development of classical, theatrical, modern, and contemporary dance genres.</p>
DA.68.H.1.3:	<p>Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property.</p> <p>Remarks/Examples: e.g., production design, costume design, performance recordings, music licensing</p>

DA.68.H.2.2:	<p>Compare the roles of dance in various cultures.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., celebratory, storytelling, social, spiritual</p> </div>
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.F.1.3:	Practice creative risk-taking through dance improvisation and performance.
DA.68.F.2.1:	<p>Explain the roles of dance production personnel.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., choreographer, producer, stage manager, ticket sales</p> </div>
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.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
HE.7.C.1.4:	Describe ways to reduce or prevent injuries and adolescent health problems.

	Remarks/Examples: Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.
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.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Dance 2 (#0300010)

Version for Academic Year: 2015 - 2016

Course Number: 0300010

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

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

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

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

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

Name	Description
DA.68.C.1.2:	<p>Process, sequence, and demonstrate new material quickly and accurately with energy, expression, and clarity.</p> <div data-bbox="529 1089 1367 1215" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., in a classroom, master class, rehearsal, audition</p> </div>
DA.68.C.2.1:	<p>Solve challenges in technique and composition by visualizing and applying creative solutions.</p>
DA.68.C.2.2:	<p>Reflect on critiques from a variety of sources to improve technique and the creative process, and to make decisions about one's work.</p> <div data-bbox="529 1383 1367 1509" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., self, peer, teacher</p> </div>
DA.68.S.1.4:	<p>Use kinesthetic knowledge to demonstrate comprehension of partnering and movement relationships between two or more dancers.</p> <div data-bbox="529 1629 1367 1793" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., counter-balance, weight-share, line, opposition, mirroring, unison</p> </div>
DA.68.S.2.1:	<p>Sustain focused attention, respect, and discipline during classes and performances.</p>

DA.68.S.2.4:	Transfer corrections or concepts from the execution of one class exercise to another. Remarks/Examples: e.g., rotation of the leg in pli�e to rotation of the leg in tendu
DA.68.S.2.5:	Rehearse to improve the performance quality of dance pieces. Remarks/Examples: 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. Remarks/Examples: e.g., body-part initiation, pelvic shift, fall and recovery
DA.68.S.3.4:	Perform, using dance technique, with musical accuracy and expression. Remarks/Examples: 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.O.1.1:	Compare characteristics of two dance forms. Remarks/Examples: 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.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.
	<p>Remarks/Examples: e.g., production design, costume design, performance recordings, music licensing</p>
DA.68.H.2.2:	<p>Compare the roles of dance in various cultures.</p> <p>Remarks/Examples: e.g., celebratory, storytelling, social, spiritual</p>
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.F.1.3:	Practice creative risk-taking through dance improvisation and performance.
DA.68.F.2.1:	<p>Explain the roles of dance production personnel.</p> <p>Remarks/Examples: e.g., choreographer, producer, stage manager, ticket sales</p>
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.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
HE.7.C.1.4:	<p data-bbox="511 275 1380 348">Describe ways to reduce or prevent injuries and adolescent health problems.</p> <div data-bbox="527 348 1364 558" style="border: 1px solid black; padding: 5px;"> <p data-bbox="544 380 820 411">Remarks/Examples:</p> <p data-bbox="544 415 1274 527">Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.</p> </div>
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.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Dance 3 (#0300020)

Version for Academic Year: 2015 - 2016

Course Number: 0300020

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

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

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

Name	Description
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. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Remarks/Examples: e.g., in a classroom, master class, rehearsal, audition </div>
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. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Remarks/Examples: e.g., self, peer, teacher </div>
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.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.
	<div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., counter-balance, weight-share, line, opposition, mirroring, unison</p> </div>
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.
	<div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., rotation of the leg in plié to rotation of the leg in tendu</p> </div>
DA.68.S.2.5:	Rehearse to improve the performance quality of dance pieces.
	<div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., repetition, revision, refinement</p> </div>
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.
	<div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., body-part initiation, pelvic shift, fall and recovery</p> </div>
DA.68.S.3.4:	Perform, using dance technique, with musical accuracy and expression.
	<div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., on the counts, fill the music</p> </div>
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.
DA.68.O.1.1:	Compare characteristics of two dance forms.
	<div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., modern/jazz, ballet/Bharata Natyam, West</p> </div>

	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.
	Remarks/Examples: 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.
	Remarks/Examples: 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.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.
	Remarks/Examples: e.g., production design, costume design, performance recordings, music licensing
DA.68.H.2.2:	Compare the roles of dance in various cultures.
	Remarks/Examples: 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.F.1.3:	Practice creative risk-taking through dance improvisation and

	performance.
DA.68.F.2.1:	<p>Explain the roles of dance production personnel.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., choreographer, producer, stage manager, ticket sales</p> </div>
DA.68.F.3.3:	<p>Prepare auditions and audition skills for schools, companies, and/or commercial work in dance.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., attire, etiquette, professional presentation, technique, conditioning</p> </div>
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.
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3:	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
HE.7.C.1.4:	<p>Describe ways to reduce or prevent injuries and adolescent health problems.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.</p> </div>
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.1.1:](#)

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

M/J Dance 4 (#0300030)

Version for Academic Year: 2015 - 2016

Course Number: 0300030

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

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

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

Name	Description
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. <div data-bbox="529 911 1365 1073" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Remarks/Examples: e.g., floor patterns, stage design, ABA, theme and variations, rondo, use of costumes, lights, props</p> </div>
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. <div data-bbox="529 1352 1365 1482" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Remarks/Examples: e.g., self, peer, teacher</p> </div>
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.S.1.1:	Explore dance phrases to investigate choreographic principles and structures. <div data-bbox="529 1730 1365 1892" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Remarks/Examples: e.g., sequence, unity, contrast, variety, repetition, transitions, climax/resolution</p> </div>

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. Remarks/Examples: 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. Remarks/Examples: e.g., rotation of the leg in pli� 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. Remarks/Examples: 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. Remarks/Examples: 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.
DA.68.O.1.1:	Compare characteristics of two dance forms. Remarks/Examples:

	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. Remarks/Examples: 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. Remarks/Examples: 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.H.1.1:	Identify and execute characteristic rhythms in dances representing one or more cultures. Remarks/Examples: 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. Remarks/Examples: 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.

	<p>Remarks/Examples: e.g., equality of gender and race, social trends</p>
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.F.1.2:	Explore use of technology as a tool for creating, refining, and responding to dance.
	<p>Remarks/Examples: e.g., video, projections</p>
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.
	<p>Remarks/Examples: e.g., private dance studios, scholarships, dance companies</p>
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.
	<p>Remarks/Examples: e.g., private studios, print and on-line articles and reviews, membership in dance organizations</p>
DA.68.F.3.3:	Prepare auditions and audition skills for schools, companies, and/or commercial work in dance.
	<p>Remarks/Examples: e.g., attire, etiquette, professional presentation, technique, conditioning</p>
DA.68.F.3.4:	Maintain documentation of dance-related activities, including a

	repertory sheet, to prepare for résumé-writing.
LAFS.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LAFS.8.SL.1.3:	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
	Investigate strategies to reduce or prevent injuries and other adolescent health problems.
HE.8.C.1.4:	<div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Recognize signs and symptoms of depression, accessing resources, abstinence to reduce sexually transmitted diseases, sexually transmitted infections, and pregnancy; places to avoid; and healthy relationship skills.</p> </div>
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.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Dance Transfer (#0300220)

Version for Academic Year: 2015 - 2016

Course Number: 0300220

Abbreviated Title: M/J DANCE TRAN

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

QUALIFICATIONS

NA

COURSE STANDARDS

Name	Description
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Theatre 1 (#0400000)

Version for Academic Year: 2015 - 2016

Course Number: 0400000

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

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

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

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

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

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:	<p>Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.</p> <div data-bbox="527 1375 1365 1501" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., color, texture, shape, form, sound</p> </div>
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.

	<p>Remarks/Examples: e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts</p>
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.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.
	<p>Remarks/Examples: e.g., art elements, writing styles, science and math principles</p>
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.
	<p>Remarks/Examples: e.g., cooperation, communication, collaboration</p>
TH.68.H.3.6:	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
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. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Remarks/Examples: e.g., royalties, copies, changing text</p> </div>
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Theatre 2 (#0400010)

Version for Academic Year: 2015 - 2016

Course Number: 0400010

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

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

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

Name	Description
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. <div data-bbox="529 919 1365 1083" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Remarks/Examples: e.g., Sophocles, Shakespeare, Moliere, Ibsen, Chekhov, O'Neill, Brecht, Williams, Beckett, Miller, Wilson, Simon</p> </div>
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. <div data-bbox="529 1457 1365 1579" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Remarks/Examples: e.g., color, texture, shape, form, sound</p> </div>
TH.68.C.3.2:	Compare a film version of a story to its original play form.
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.

	<p>Remarks/Examples: e.g., vicarious identification with characters and actions, recognition that the play is not real life</p>
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.
	<p>Remarks/Examples: e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts</p>
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.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. Remarks/Examples: 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.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. Remarks/Examples: 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. Remarks/Examples: e.g., royalties, copies, changing text
LAFS.7.RL.2.5:	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
LAFS.7.RL.3.7:	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

[LAFS.7.SL.2.4:](#)

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

[LAFS.68.RST.2.4:](#)

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

[LAFS.68.WHST.3.7:](#)

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

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

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

M/J Theatre 3 (#0400020)

Version for Academic Year: 2015 - 2016

Course Number: 0400020

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

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

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

Name	Description
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. <div data-bbox="529 926 1365 1094" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., Sophocles, Shakespeare, Moliere, Ibsen, Chekhov, O'Neill, Brecht, Williams, Beckett, Miller, Wilson, Simon</p> </div>
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. <div data-bbox="529 1461 1365 1591" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., color, texture, shape, form, sound</p> </div>
TH.68.C.3.2:	Compare a film version of a story to its original play form.
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.

	<p>Remarks/Examples: e.g., vicarious identification with characters and actions, recognition that the play is not real life</p>
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.
	<p>Remarks/Examples: e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts</p>
TH.68.S.3.4:	Lead small groups to safely select and create elements of technical theatre to signify a character or setting.
	<p>Remarks/Examples: e.g., scenery, properties, lighting, costumes, make-up, sound</p>
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.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.
	Identify principles and techniques that are shared between the arts and other content areas.
TH.68.H.3.1:	<div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., art elements, writing styles, science and math principles</p> </div>
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.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.
	Identify businesses that are directly or indirectly associated with school and community theatre, and calculate their impact on the local and/or regional economy.
TH.68.F.2.3:	<div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., caterers, neighborhood eateries, fabric stores, paint and paintbrush manufacturers, orchestrators, playwrights, babysitters</p> </div>
TH.68.F.3.1:	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright.
	<div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., royalties, copies, changing text</p> </div>
LAFS.7.RL.2.5:	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
LAFS.7.RL.3.7:	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse

	media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3:	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Theatre 4 (#0400030)

Version for Academic Year: 2015 - 2016

Course Number: 0400030

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

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

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

Name	Description
TH.68.C.1.1:	Devise an original work based on a community issue that explores various solutions to a problem. <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., health, environment, politics, bullying</p> </div>
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. <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., Sophocles, Shakespeare, Moliere, Ibsen, Chekhov, O’Neill, Brecht, Williams, Beckett, Miller, Wilson, Simon</p> </div>
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.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.
	Use the elements of dramatic form to stage a play.
TH.68.S.3.2:	<div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., plot, character, dialogue, conflict and resolution, setting</p> </div>
	Lead rehearsals of improvised and scripted scenes, communicating with cast and crew to create appropriate characterization and dramatic environments.
TH.68.S.3.3:	<div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., people, events, time, place</p> </div>
	Lead small groups to safely select and create elements of technical theatre to signify a character or setting.
TH.68.S.3.4:	<div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., scenery, properties, lighting, costumes, make-up, sound</p> </div>
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.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.
	<p>Remarks/Examples: e.g., Hair: antiwar sentiment; Show Boat: discrimination; South Pacific: discrimination</p>
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.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.
	<p>Remarks/Examples: e.g., staging, lights, costumes</p>

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. Remarks/Examples: 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. Remarks/Examples: e.g., royalties, copies, changing text
LAFS.8.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LAFS.8.RL.2.6:	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
LAFS.8.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
LAFS.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LAFS.8.SL.1.3:	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

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

M/J Technical Theatre: Design and Production (#0400110)

Version for Academic Year: 2015 - 2016

Course Number: 0400110

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

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

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

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

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:	<p>Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.</p> <div data-bbox="527 1119 1365 1245" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., color, texture, shape, form, sound</p> </div>
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:	<p>Lead small groups to safely select and create elements of technical theatre to signify a character or setting.</p> <div data-bbox="527 1728 1365 1854" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., scenery, properties, lighting, costumes, make-up, sound</p> </div>
TH.68.O.1.2:	Discuss how color, line, shape, and texture are used to show

	emotion in technical theatre elements.
	<div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., costume, scenery, lighting</p> </div>
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.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.
	<div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., indoor theatres, proscenium, gas lighting, computers</p> </div>
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.
	<div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., art elements, writing styles, science and math principles</p> </div>
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.
	<div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., cooperation, communication, collaboration</p> </div>
TH.68.H.3.6:	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.

<p>TH.68.F.3.1:</p>	<p>Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright.</p> <p>Remarks/Examples: e.g., royalties, copies, changing text</p>
<p>TH.68.F.3.2:</p>	<p>Develop a list of line items that would typically be found in a production budget for a performance.</p> <p>Remarks/Examples: e.g., royalties, publicity, set, costumes, theatre rental</p>
<p>LAFS.6.SL.1.2:</p>	<p>Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>
<p>LAFS.6.SL.1.3:</p>	<p>Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
<p>LAFS.6.SL.2.4:</p>	<p>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
<p>LAFS.6.SL.2.5:</p>	<p>Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>
<p>LAFS.68.RST.1.3:</p>	<p>Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p>
<p>LAFS.68.RST.2.4:</p>	<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</p>
<p>LAFS.68.WHST.2.4:</p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p>LAFS.68.WHST.3.9:</p>	<p>Draw evidence from informational texts to support analysis reflection, and research.</p>
<p>ELD.K12.ELL.1.1:</p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

M/J Drama Transfer (#0400220)

Version for Academic Year: 2015 - 2016

Course Number: 0400220

Abbreviated Title: M/J DRAMA TRAN

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

QUALIFICATIONS

NA

COURSE STANDARDS

Name	Description
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Personal, Career, and School Development Skills 1 (#0500000)

Version for Academic Year: 2015 - 2016

Course Number: 0500000

Abbreviated Title: M/J PERS CAR SCH 1

Number of Credits: One credit (1)

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

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.

English Language Development ELD Standards Special Notes Section:

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

purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
LAFS.6.RI.3.7:	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LAFS.6.RI.3.8:	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.W.2.6:	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
LAFS.6.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
LAFS.6.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied

required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

[LAFS.6.SL.2.4:](#)

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

[LAFS.6.L.1.1:](#)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- b. Use intensive pronouns (e.g., *myself*, *ourselves*).
- c. Recognize and correct inappropriate shifts in pronoun number and person.
- d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

[LAFS.6.L.2.3:](#)

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Vary sentence patterns for meaning, reader/listener interest, and style
- b. Maintain consistency in style and tone.

[LAFS.68.RST.3.7:](#)

Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

[LAFS.68.WHST.2.4:](#)

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

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

Make sense of problems and persevere in solving them.

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

Construct viable arguments and critique the reasoning of others.

[MAFS.K12.MP.3.1:](#)

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

Attend to precision.

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

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

[HE.6.C.1.3:](#)

Identify environmental factors that affect personal health.

Remarks/Examples:

Air and water quality, availability of sidewalks, contaminated food, and road hazards.

[HE.6.B.4.3:](#)

Demonstrate effective conflict-management and/or resolution strategies.

Remarks/Examples:

Talk to an adult, anger management, and conflict mediation.

[HE.6.B.5.2:](#)

Choose healthy alternatives over unhealthy alternatives when making a decision.

Remarks/Examples:

Not smoking, limiting sedentary activity, and practicing good character.

[HE.6.B.5.4:](#)

Distinguish between the need for individual or collaborative decision-making.

Remarks/Examples:

Consider the severity of the situation, consider personal skills, and consider when someone is a danger to self or others.

[HE.6.B.5.5:](#)

Predict the potential outcomes of a health-related decision.

Remarks/Examples:

Prescription drug use/abuse, eating disorders, depression, and sexual behavior.

[HE.6.P.7.2:](#)

Write about healthy practices and behaviors that will maintain or

	improve personal health and reduce health risks.
	<p>Remarks/Examples: Hygiene, healthy relationship skills, sleep, fitness, influences of advertising, internet safety, and avoidance of substance abuse including inhalants.</p>
HE.6.C.2.1:	<p>Examine how family influences the health of adolescents.</p> <p>Remarks/Examples: Controls for media viewing and social networking, consistent family rules, family's diet and physical activity, and family modeling relationship behaviors.</p>
HE.6.C.2.2:	<p>Examine how peers influence the health of adolescents.</p> <p>Remarks/Examples: Conflict resolution skills, reproductive-health misinformation, and spreading rumors.</p>
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.1.1:	English language learners communicate for social and instructional purposes within the school setting.
LAFS.6.W.1.1a:	Introduce claim(s) and organize the reasons and evidence clearly.
LAFS.6.W.1.1b:	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

M/J Personal, Career, School Development Skills 1 & Career Planning (#0500002)

Version for Academic Year: 2015 - 2016

Course Number: 0500002

Abbreviated Title: M/J PERS CAR SCH C/P

Number of Credits: One credit (1)

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

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.

STUDENTS WILL:

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

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

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
LAFS.6.RI.3.7:	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LAFS.6.RI.3.8:	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.W.2.6:	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
LAFS.6.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
LAFS.6.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and

detail by making comments that contribute to the topic, text, or issue under discussion.

- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

[LAFS.6.SL.2.4:](#)

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

[LAFS.6.L.1.1:](#)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- b. Use intensive pronouns (e.g., *myself*, *ourselves*).
- c. Recognize and correct inappropriate shifts in pronoun number and person.
- d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

[LAFS.6.L.2.3:](#)

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Vary sentence patterns for meaning, reader/listener interest, and style
- b. Maintain consistency in style and tone.

[LAFS.68.RST.3.7:](#)

Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

[LAFS.68.WHST.2.4:](#)

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

Make sense of problems and persevere in solving them.

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

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try

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

Construct viable arguments and critique the reasoning of others.

[MAFS.K12.MP.3.1:](#)

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

Attend to precision.

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

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure,

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

[HE.6.C.1.3:](#)

Identify environmental factors that affect personal health.

Remarks/Examples:

Air and water quality, availability of sidewalks, contaminated food, and road hazards.

[HE.6.B.4.3:](#)

Demonstrate effective conflict-management and/or resolution strategies.

Remarks/Examples:

Talk to an adult, anger management, and conflict mediation.

[HE.6.B.5.2:](#)

Choose healthy alternatives over unhealthy alternatives when making a decision.

Remarks/Examples:

Not smoking, limiting sedentary activity, and practicing good character.

[HE.6.B.5.4:](#)

Distinguish between the need for individual or collaborative decision-making.

Remarks/Examples:

Consider the severity of the situation, consider personal skills, and consider when someone is a danger to self or others.

[HE.6.B.5.5:](#)

Predict the potential outcomes of a health-related decision.

Remarks/Examples:

Prescription drug use/abuse, eating disorders, depression, and sexual behavior.

[HE.6.P.7.2:](#)

Write about healthy practices and behaviors that will maintain or improve personal health and reduce health risks.

Remarks/Examples:

Hygiene, healthy relationship skills, sleep, fitness, influences of advertising, internet safety, and avoidance of substance abuse including inhalants.

HE.6.C.2.1:	<p>Examine how family influences the health of adolescents.</p> <p>Remarks/Examples: Controls for media viewing and social networking, consistent family rules, family's diet and physical activity, and family modeling relationship behaviors.</p>
HE.6.C.2.2:	<p>Examine how peers influence the health of adolescents.</p> <p>Remarks/Examples: Conflict resolution skills, reproductive-health misinformation, and spreading rumors.</p>
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.1.1:	English language learners communicate for social and instructional purposes within the school setting.
LAFS.6.W.1.1a:	Introduce claim(s) and organize the reasons and evidence clearly.
LAFS.6.W.1.1b:	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

M/J Personal, Career, and School Development Skills 2 (#0500010)

Version for Academic Year: 2015 - 2016

Course Number: 0500010

Abbreviated Title: M/J PERS CAR SCH 2

Number of Credits: One credit (1)

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

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.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
LAFS.7.RI.3.7:	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
LAFS.7.RI.3.8:	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LAFS.7.W.2.6:	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
LAFS.7.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
LAFS.7.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d. Acknowledge new information expressed by others and, when warranted, modify their own views.

[LAFS.7.SL.2.4:](#)

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

[LAFS.7.L.1.1:](#)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of phrases and clauses in general and their function in specific sentences.
- b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

[LAFS.7.L.2.3:](#)

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

[LAFS.68.RST.3.7:](#)

Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

[LAFS.68.WHST.2.4:](#)

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

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

Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to

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

Construct viable arguments and critique the reasoning of others.

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

[MAFS.K12.MP.3.1:](#)

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

Attend to precision.

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

[HE.7.B.4.3:](#)

Articulate the possible causes of conflict among youth in schools and communities.

Remarks/Examples:

Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.

[HE.7.C.1.1:](#)

Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health.

Remarks/Examples:

Teen pregnancy, caloric balance, time management, and conflict resolution.

[HE.7.C.1.3:](#)

Analyze how environmental factors affect personal health.

Remarks/Examples:

Food refrigeration, appropriate home heating and cooling, air/water quality, and garbage/trash collection.

[HE.7.B.5.2:](#)

Select healthy alternatives over unhealthy alternatives when making a decision.

Remarks/Examples:

Proper prescription-drug use, using safety equipment, Internet safety, and managing stress.

[HE.7.B.5.4:](#)

Determine when individual or collaborative decision-making is appropriate.

Remarks/Examples:

Over-the-counter drug use, harassment, gang involvement; and can the outcome result in harm or loss of life?

<p>HE.7.B.5.5:</p>	<p>Predict the short and long-term consequences of engaging in health-risk behaviors.</p> <p>Remarks/Examples: Driving under the influence, lack of exercise, and poor diet.</p>
<p>HE.7.P.7.2:</p>	<p>Experiment with behaviors that will maintain or improve personal health and reduce health risks.</p> <p>Remarks/Examples: Peer-refusal skills, problem-solving skills, and engaging in respectful equality-based relationships.</p>
<p>HE.7.C.2.1:</p>	<p>Examine how family health behaviors influence health of adolescents.</p> <p>Remarks/Examples: Family meals together, smoking in home, alcohol consumption by family members, and mental illness in the family.</p>
<p>HE.7.C.2.2:</p>	<p>Examine how peers may influence the health behaviors of adolescents.</p> <p>Remarks/Examples: Modeling self-confidence, trying new food, prejudices, modeling unhealthy/violent behavior, and pressure to smoke and drink.</p>
<p>PE.7.R.5.1:</p>	<p>Identify situations in which peer pressure could negatively impact one's own behavior choices.</p>
<p>PE.7.R.6.1:</p>	<p>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.</p>
<p>ELD.K12.ELL.1.1:</p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
<p>LAFS.7.W.1.1a:</p>	<p>Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p>
<p>LAFS.7.W.1.1b:</p>	<p>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>

M/J Personal, Career, School Development Skills 2 & Career Planning (#0500012)

Version for Academic Year: 2015 - 2016

Course Number: 0500012

Abbreviated Title: M/J PER/CAR/SCH2 C/P

Number of Credits: One credit (1)

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

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

STUDENTS WILL:

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

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

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
LAFS.7.RI.3.7:	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
LAFS.7.RI.3.8:	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LAFS.7.W.2.6:	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
LAFS.7.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
LAFS.7.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

- d. Acknowledge new information expressed by others and, when warranted, modify their own views.

[LAFS.7.SL.2.4:](#)

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[LAFS.7.L.1.1:](#)

- a. Explain the function of phrases and clauses in general and their function in specific sentences.
- b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

[LAFS.7.L.2.3:](#)

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

[LAFS.68.RST.3.7:](#)

Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

[LAFS.68.WHST.2.4:](#)

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

Make sense of problems and persevere in solving them.

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

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically

proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Construct viable arguments and critique the reasoning of others.

[MAFS.K12.MP.3.1:](#)

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

Attend to precision.

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

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

	of definitions.
HE.7.B.4.3:	<p>Articulate the possible causes of conflict among youth in schools and communities.</p> <p>Remarks/Examples: Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.</p>
HE.7.C.1.1:	<p>Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health.</p> <p>Remarks/Examples: Teen pregnancy, caloric balance, time management, and conflict resolution.</p>
HE.7.C.1.3:	<p>Analyze how environmental factors affect personal health.</p> <p>Remarks/Examples: Food refrigeration, appropriate home heating and cooling, air/water quality, and garbage/trash collection.</p>
HE.7.B.5.2:	<p>Select healthy alternatives over unhealthy alternatives when making a decision.</p> <p>Remarks/Examples: Proper prescription-drug use, using safety equipment, Internet safety, and managing stress.</p>
HE.7.B.5.4:	<p>Determine when individual or collaborative decision-making is appropriate.</p> <p>Remarks/Examples: Over-the-counter drug use, harassment, gang involvement; and can the outcome result in harm or loss of life?</p>
HE.7.B.5.5:	<p>Predict the short and long-term consequences of engaging in health-risk behaviors.</p> <p>Remarks/Examples: Driving under the influence, lack of exercise, and poor diet.</p>
HE.7.P.7.2:	<p>Experiment with behaviors that will maintain or improve personal health and reduce health risks.</p> <p>Remarks/Examples: Peer-refusal skills, problem-solving skills, and engaging in</p>

	respectful equality-based relationships.
HE.7.C.2.1:	<p>Examine how family health behaviors influence health of adolescents.</p> <p>Remarks/Examples: Family meals together, smoking in home, alcohol consumption by family members, and mental illness in the family.</p>
HE.7.C.2.2:	<p>Examine how peers may influence the health behaviors of adolescents.</p> <p>Remarks/Examples: Modeling self-confidence, trying new food, prejudices, modeling unhealthy/violent behavior, and pressure to smoke and drink.</p>
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.1.1:	English language learners communicate for social and instructional purposes within the school setting.
LAFS.7.W.1.1a:	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
LAFS.7.W.1.1b:	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

M/J Personal, Career, and School Development Skills 3 (#0500020)

Version for Academic Year: 2015 - 2016

Course Number: 0500020

Abbreviated Title: M/J PERS CAR SCH 3

Number of Credits: One credit (1)

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

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.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
LAFS.8.RI.3.7:	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LAFS.8.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
LAFS.8.W.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LAFS.8.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
LAFS.8.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

[LAFS.8.SL.2.4:](#)

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

[LAFS.8.L.1.1:](#)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- b. Form and use verbs in the active and passive voice.
- c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- d. Recognize and correct inappropriate shifts in verb voice and mood.

[LAFS.8.L.2.3:](#)

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

[LAFS.68.RST.3.7:](#)

Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

[LAFS.68.WHST.2.4:](#)

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

Make sense of problems and persevere in solving them.

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

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

Construct viable arguments and critique the reasoning of others.

[MAFS.K12.MP.3.1:](#)

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

	ask useful questions to clarify or improve the arguments.
	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
MAFS.K12.MP.6.1:	
	Illustrate skills necessary for effective communication with family, peers, and others to enhance health.
HE.8.B.4.1:	<p>Remarks/Examples: Refusal skills, nonverbal communication, asking questions, “I” messages, assertiveness, negotiation, and making requests.</p>
	Examine the possible causes of conflict among youth in schools and communities.
HE.8.B.4.3:	<p>Remarks/Examples: Relationships, territory, jealousy, and gossip/rumors.</p>
	Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual.
HE.8.C.1.2:	<p>Remarks/Examples: Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.</p>
	Predict how environmental factors affect personal health.
HE.8.C.1.3:	<p>Remarks/Examples: Heat index, air/water quality, street lights and signs, bullying, gangs, and weapons in the community.</p>
HE.8.B.5.2:	Categorize healthy and unhealthy alternatives to health-related issues or problems.

	<p>Remarks/Examples: (Alcohol consumption, sleep requirements, physical activity, and time management.)</p>
HE.8.B.5.4:	<p>Distinguish when individual or collaborative decision-making is appropriate.</p> <p>Remarks/Examples: Pressure to consume alcohol, self-injury, weight management, sexual activity, and mental-health issues.</p>
HE.8.B.5.5:	<p>Evaluate the outcomes of a health-related decision.</p> <p>Remarks/Examples: Addiction from alcohol consumption, brain damage from inhalant use, pregnancy from sexual activity, and weight management from proper nutrition.</p>
HE.8.P.7.2:	<p>Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.</p> <p>Remarks/Examples: Participate in various physical activities, foster healthy relationships, set healthy goals, make healthy food choices, and practice Internet safety, resist negative peer pressure, get adequate sleep, and engage in respectful equality-based relationships.</p>
HE.8.C.2.1:	<p>Assess the role of family health beliefs on the health of adolescents.</p> <p>Remarks/Examples: Alternative medical care, family religious beliefs, and importance of physical activity.</p>
HE.8.C.2.2:	<p>Assess how the health beliefs of peers may influence adolescent health.</p> <p>Remarks/Examples: Drug-use myths, perception of healthy body composition, and perceived benefits of energy drinks.</p>
PE.8.R.5.1:	<p>List ways to act independently of peer pressure during physical activities.</p>
PE.8.R.6.1:	<p>Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.</p>

<u>ELD.K12.ELL.1.1:</u>	English language learners communicate for social and instructional purposes within the school setting.
<u>LAFS.8.W.1.1a:</u>	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
<u>LAFS.8.W.1.1b:</u>	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

M/J Personal, Career, School Development Skills 3 & Career Planning (#0500022)

Version for Academic Year: 2015 - 2016

Course Number: 0500022

Abbreviated Title: M/J PER/CAR/SCH3 C/P

Number of Credits: One credit (1)

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

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.

STUDENTS WILL:

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

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

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
LAFS.8.RI.3.7:	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LAFS.8.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
LAFS.8.W.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LAFS.8.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
LAFS.8.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with

relevant evidence, observations, and ideas.

- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

[LAFS.8.SL.2.4:](#)

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[LAFS.8.L.1.1:](#)

- a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- b. Form and use verbs in the active and passive voice.
- c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- d. Recognize and correct inappropriate shifts in verb voice and mood.

[LAFS.8.L.2.3:](#)

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

[LAFS.68.RST.3.7:](#)

Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

[LAFS.68.WHST.2.4:](#)

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

Make sense of problems and persevere in solving them.

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

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their

progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Construct viable arguments and critique the reasoning of others.

[MAFS.K12.MP.3.1:](#)

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

Attend to precision.

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

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

numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[HE.8.B.4.1:](#)

Illustrate skills necessary for effective communication with family, peers, and others to enhance health.

Remarks/Examples:

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.

Remarks/Examples:

Relationships, territory, jealousy, and gossip/rumors.

[HE.8.C.1.2:](#)

Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual.

Remarks/Examples:

Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.

[HE.8.C.1.3:](#)

Predict how environmental factors affect personal health.

Remarks/Examples:

Heat index, air/water quality, street lights and signs, bullying, gangs, and weapons in the community.

[HE.8.B.5.2:](#)

Categorize healthy and unhealthy alternatives to health-related issues or problems.

Remarks/Examples:

(Alcohol consumption, sleep requirements, physical activity, and time management.)

[HE.8.B.5.4:](#)

Distinguish when individual or collaborative decision-making is appropriate.

Remarks/Examples:

Pressure to consume alcohol, self-injury, weight management, sexual activity, and mental-health issues.

HE.8.B.5.5:	<p>Evaluate the outcomes of a health-related decision.</p> <p>Remarks/Examples: Addiction from alcohol consumption, brain damage from inhalant use, pregnancy from sexual activity, and weight management from proper nutrition.</p>
HE.8.P.7.2:	<p>Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.</p> <p>Remarks/Examples: Participate in various physical activities, foster healthy relationships, set healthy goals, make healthy food choices, and practice Internet safety, resist negative peer pressure, get adequate sleep, and engage in respectful equality-based relationships.</p>
HE.8.C.2.1:	<p>Assess the role of family health beliefs on the health of adolescents.</p> <p>Remarks/Examples: Alternative medical care, family religious beliefs, and importance of physical activity.</p>
HE.8.C.2.2:	<p>Assess how the health beliefs of peers may influence adolescent health.</p> <p>Remarks/Examples: Drug-use myths, perception of healthy body composition, and perceived benefits of energy drinks.</p>
HE.8.C.2.7:	<p>Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p>Remarks/Examples: Medical procedures such as male circumcision, sexual abstinence, and prescription drug-use.</p>
PE.8.R.5.1:	<p>List ways to act independently of peer pressure during physical activities.</p>
PE.8.R.6.1:	<p>Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.</p>
ELD.K12.ELL.1.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
LAFS.8.W.1.1a:	<p>Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p>

[LAFS.8.W.1.1b:](#)

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

M/J Exploratory Wheel 1 (#0600000)

Version for Academic Year: 2015 - 2016

Course Number: 0600000

Abbreviated Title: M/J EXPLOR WHEEL 1

Course Length: Semester (S)

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

GENERAL NOTES

The purpose of this course is to provide opportunities for improvement in student self-development through the study of specific subject areas. The content should include, but not be limited to the following:

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

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

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

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

VERSION REQUIREMENTS

After successfully completing this course, the student will:

1. Demonstrate competencies and skills from the subject area.
2. List career or further study opportunities in the subject area.
3. Demonstrate problem-solving skills related to, or use techniques in the subject area.
4. Locate and use data related to the subject area.
5. Exercise creativity related to the subject area.
6. Communicate personal reactions to the subject area.
7. Describe community resources related to the subject area.

COURSE STANDARDS

Name	Description
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Exploratory Wheel 2 and Career Planning (#0600010)

Version for Academic Year: 2015 - 2016

Course Number: 0600010

Abbreviated Title: M/J EXPLOR WHEEL 2CP

Course Length: Semester (S)

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

GENERAL NOTES

The purpose of this course is to provide opportunities for improvement in student self-development through the study of specific subject areas. The content should include, but not be limited to the following:

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

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

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

STUDENTS WILL:

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 5.0 Understand the relationship between educational achievement and career

choices/postsecondary options.

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

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

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

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

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

VERSION REQUIREMENTS

After successfully completing this course, the student will:

1. Demonstrate competencies and skills from the subject area.
2. List career or further study opportunities in the subject area.
3. Demonstrate problem-solving skills related to, or use techniques in the subject area.

4. Locate and use data related to the subject area.
5. Exercise creativity related to the subject area.
6. Communicate personal reactions to the subject area.
7. Describe community resources related to the subject area.

COURSE STANDARDS

Name	Description
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Exploratory Wheel 3 (#0600020)

Version for Academic Year: 2015 - 2016

Course Number: 0600020

Abbreviated Title: M/J EXPLOR WHEEL 3

Course Length: Semester (S)

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

GENERAL NOTES

The purpose of this course is to provide opportunities for improvement in student self-development through the study of specific subject areas. The content should include, but not be limited to the following:

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

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

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

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

VERSION REQUIREMENTS

Course Requirements: After successfully completing this course, the student will:

1. Demonstrate competencies and skills from the subject area.
2. List career or further study opportunities in the subject area.
3. Demonstrate problem-solving skills related to, or use techniques in the subject area.
4. Locate and use data related to the subject area.
5. Exercise creativity related to the subject area.
6. Communicate personal reactions to the subject area.
7. Describe community resources related to the subject area.

COURSE STANDARDS

Name	Description
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Exploratory Wheel 4 (#0600030)

Version for Academic Year: 2015 - 2016

Course Number: 0600030

Abbreviated Title: M/J EXPLOR WHEEL 4

Course Length: Semester (S)

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

GENERAL NOTES

The purpose of this course is to provide opportunities for improvement in student self-development through the study of specific subject areas. The content should include, but not be limited to the following:

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

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

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

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

VERSION REQUIREMENTS

After successfully completing this course, the student will:

1. Demonstrate competencies and skills from the subject area.
2. List career or further study opportunities in the subject area.
3. Demonstrate problem-solving skills related to, or use techniques in the subject area.
4. Locate and use data related to the subject area.
5. Exercise creativity related to the subject area.
6. Communicate personal reactions to the subject area.
7. Describe community resources related to the subject area.

COURSE STANDARDS

Name	Description
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Exploratory Wheel 5 (#0600040)

Version for Academic Year: 2015 - 2016

Course Number: 0600040

Abbreviated Title: M/J EXPLOR WHEEL 5

Course Length: Semester (S)

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

GENERAL NOTES

The purpose of this course is to provide opportunities for improvement in student self-development through the study of specific subject areas. The content should include, but not be limited to the following:

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

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

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

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

VERSION REQUIREMENTS

After successfully completing this course, the student will:

1. Demonstrate competencies and skills from the subject area.
2. List career or further study opportunities in the subject area.
3. Demonstrate problem-solving skills related to, or use techniques in the subject area.
4. Locate and use data related to the subject area.
5. Exercise creativity related to the subject area.
6. Communicate personal reactions to the subject area.
7. Describe community resources related to the subject area.

COURSE STANDARDS

Name	Description
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Exploratory Wheel 6 (#0600050)

Version for Academic Year: 2015 - 2016

Course Number: 0600050

Abbreviated Title: M/J EXPLOR WHEEL 6

Course Length: Semester (S)

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

GENERAL NOTES

The purpose of this course is to provide opportunities for improvement in student self-development through the study of specific subject areas. The content should include, but not be limited to the following:

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

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

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

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

VERSION REQUIREMENTS

After successfully completing this course, the student will:

1. Demonstrate competencies and skills from the subject area.
2. List career or further study opportunities in the subject area.
3. Demonstrate problem-solving skills related to, or use techniques in the subject area.
4. Locate and use data related to the subject area.
5. Exercise creativity related to the subject area.
6. Communicate personal reactions to the subject area.
7. Describe community resources related to the subject area.

COURSE STANDARDS

Name	Description
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J French, Beginning (#0701000)

Version for Academic Year: 2015 - 2016

Course Number: 0701000

Abbreviated Title: M/J FRENCH BEG

Course Level: 2

Course Status: Draft - Course Pending Approval

GENERAL NOTES

Major Concepts/Content:

M/J French Beginning introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Florida Standards benchmarks.

Special Note. Course content requirements for the two-course sequence M/J French Beginning (0701000) and Intermediate (0701010) are equivalent to French 1 (0701320). Course content requirements for the three-course sequence that includes M/J French Beginning (0701000), Intermediate (0701010), and Advanced (0701020) may be equivalent to the two-course sequence French 1 (0701320) and French 2 (0701330).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J French sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.

WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in

	different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
LAFS.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-

	<p>one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<p>LAFS.6.SL.1.3:</p>	<p>Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
<p>LAFS.6.SL.2.4:</p>	<p>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
<p>LAFS.68.RH.1.2:</p>	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>
<p>LAFS.68.WHST.1.1:</p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<p>LAFS.68.WHST.1.2:</p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

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

M/J French, Intermediate (#0701010)

Version for Academic Year: 2015 - 2016

Course Number: 0701010

Abbreviated Title: M/J FRENCH INTERM

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

GENERAL NOTES

Major Concepts/Content:

M/J French Intermediate introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

Special Note. Course content requirements for the two-course sequence M/J French Beginning (0701000) and Intermediate (0701010) are equivalent to French 1 (0701320). Course content requirements for the three-course sequence that includes M/J French Beginning (0701000), Intermediate (0701010), and Advanced (0701020) may be equivalent to the two-course sequence French 1 (0701320) and French 2 (0701330).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J French sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).

WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.IL.1.1:	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2:	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.2.1:	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.

WL.K12.II.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.II.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.II.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.II.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.II.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.II.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.II.5.1:	Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.II.5.2:	Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.II.5.3:	Express and support opinions on familiar topics using a series of sentences.
WL.K12.II.5.4:	Compare and contrast information, concepts, and ideas.
WL.K12.II.6.1:	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
WL.K12.II.6.2:	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.II.6.3:	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.II.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.II.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.II.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.II.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.II.8.2:	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.II.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.

WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
LAFS.7.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LAFS.68.WHST.1.1:	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.

[LAFS.68.WHST.1.2:](#)

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

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

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

M/J French, Advanced (#0701020)

Version for Academic Year: 2015 - 2016

Course Number: 0701020

Abbreviated Title: M/J FRENCH ADV

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

GENERAL NOTES

Major Concepts/Content:

M/J French Advanced introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

Special Note. Course content requirements for the two-course sequence M/J French Beginning (0701000) and Intermediate (0701010) are equivalent to French 1 (0701320). Course content requirements for the three-course sequence that includes M/J French Beginning (0701000), Intermediate (0701010), and Advanced (0701020) may be equivalent to the two-course sequence French 1 (0701320) and French 2 (0701330).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J French sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through

	e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.

WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.

WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
LAFS.8.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LAFS.68.WHST.1.1:	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and

clarify the relationships among claim(s), counterclaims, reasons, and evidence.

- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

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

[LAFS.68.WHST.1.2:](#)

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

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

M/J German, Beginning (#0702000)

Version for Academic Year: 2015 - 2016

Course Number: 0702000

Abbreviated Title: M/J GERMAN BEG

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

GENERAL NOTES

Major Concepts/Content:

M/J German Beginning introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

Special Note. Course content requirements for the two-course sequence M/J German Beginning (0702000) and Intermediate (0702010) are equivalent to German 1 (0702320). Course content requirements for the three-course sequence that includes M/J German Beginning (0702000), Intermediate (0702010), and Advanced (0702020) may be equivalent to the two-course sequence German 1 (0702320) and German 2 (0702330).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J German sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.

WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.

WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others

within and beyond the school setting.

[LAFS.6.SL.1.1:](#)

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

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

[LAFS.6.SL.1.3:](#)

Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

[LAFS.6.SL.2.4:](#)

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

[LAFS.68.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

[LAFS.68.WHST.1.1:](#)

Write arguments focused on *discipline-specific content*.

- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

[LAFS.68.WHST.1.2:](#) Write informative/explanatory texts, including the narration of

historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

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

M/J German, Intermediate (#0702010)

Version for Academic Year: 2015 - 2016

Course Number: 0702010

Abbreviated Title: M/J GERMAN INTERM

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

GENERAL NOTES

Major Concepts/Content:

M/J German Intermediate introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

Special Note. Course content requirements for the two-course sequence M/J German Beginning (0702000) and Intermediate (0702010) are equivalent to German 1 (0702320). Course content requirements for the three-course sequence that includes M/J German Beginning (0702000), Intermediate (0702010), and Advanced (0702020) may be equivalent to the two-course sequence German 1 (0702320) and German 2 (0702330).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J German sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).

WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.IL.1.1:	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2:	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.2.1:	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.

WL.K12.II.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.II.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.II.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.II.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.II.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.II.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.II.5.1:	Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.II.5.2:	Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.II.5.3:	Express and support opinions on familiar topics using a series of sentences.
WL.K12.II.5.4:	Compare and contrast information, concepts, and ideas.
WL.K12.II.6.1:	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
WL.K12.II.6.2:	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.II.6.3:	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.II.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.II.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.II.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.II.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.II.8.2:	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.II.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.

WL.K12.II.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
LAFS.7.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LAFS.68.WHST.1.1:	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.

[LAFS.68.WHST.1.2:](#)

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

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

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

M/J German, Advanced (#0702020)

Version for Academic Year: 2015 - 2016

Course Number: 0702020

Abbreviated Title: M/J GERMAN ADV

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

GENERAL NOTES

Major Concepts/Content:

M/J German Advanced introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

Special Note. Course content requirements for the two-course sequence M/J German Beginning (0702000) and Intermediate (0702010) are equivalent to German 1 (0702320). Course content requirements for the three-course sequence that includes M/J German Beginning (0702000), Intermediate (0702010), and Advanced (0702020) may be equivalent to the two-course sequence German 1 (0702320) and German 2 (0702330).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J German sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.

WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and

	relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the

	target language and discuss their impact on own culture.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LAFS.8.SL.1.1:	<ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
	Write arguments focused on <i>discipline-specific content</i> .
LAFS.68.WHST.1.1:	<ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims,

reasons, and evidence.

- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

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

[LAFS.68.WHST.1.2:](#)

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

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

M/J Haitian Creole for Haitian Creole Speakers, Beginning (#0703000)

Version for Academic Year: 2015 - 2016

Course Number: 0703000

Abbreviated Title: M/J HAITIAN CREOLE B

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

GENERAL NOTES

Major Concepts/Content:

The purpose of this course is to enable students whose heritage language is Haitian Creole to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Haitian Creole grammar. Language Arts Standards are also included in this course to enable students to become literate in the Haitian Creole language and gain a better understanding of the nature of their own language as well as other languages to be acquired.

The course content will reflect the cultural values of Haitian Creole language and societies.

Special Note. Course content requirements for the two-course sequence M/J Haitian Creole for Haitian Creole Speakers, Beginning (0703000) and Intermediate (0703010) are equivalent to Haitian Creole for Haitian Creole Speakers 1 (0700300). Course content requirements for the three-course sequence that includes M/J Haitian Creole for Haitian Creole Speakers, Beginning (0703000), Intermediate (0703010), and Advanced (0703020) may be equivalent to the two-course sequence Haitian Creole for Haitian Creole Speakers 1 (0700300) and Haitian Creole for Haitian Creole Speakers 2 (0700310). It is each district school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Haitian Creole for Haitian Creole Speakers sequence in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency rather than grade levels.

English Language Development ELD Standards Special Notes Section:

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

need for communication and social skills.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers,

	days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and

	compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)

WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
LAFS.6.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LAFS.68.WHST.1.1:	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.

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

[LAFS.68.WHST.1.2:](#)

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

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

M/J Haitian Creole for Haitian Creole Speakers, Intermediate (#0703010)

Version for Academic Year: 2015 - 2016

Course Number: 0703010

Abbreviated Title: M/J HAITIAN CREOLE I

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

GENERAL NOTES

Major Concepts/Content:

The purpose of this course is to enable students whose heritage language is Haitian Creole to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Haitian Creole grammar. Language Arts Standards are also included in this course to enable students to become literate in the Haitian Creole language and gain a better understanding of the nature of their own language as well as other languages to be acquired.

The course content will reflect the cultural values of Haitian Creole language and societies.

Special Note. Course content requirements for the two-course sequence M/J Haitian Creole for Haitian Creole Speakers, Beginning (0703000) and Intermediate (0703010) are equivalent to Haitian Creole for Haitian Creole Speakers 1 (0700300). Course content requirements for the three-course sequence that includes M/J Haitian Creole for Haitian Creole Speakers, Beginning (0703000), Intermediate (0703010), and Advanced (0703020) may be equivalent to the two-course sequence Haitian Creole for Haitian Creole Speakers 1 (0700300) and Haitian Creole for Haitian Creole Speakers 2 (0700310). It is each district school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Haitian Creole for Haitian Creole Speakers sequence in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency rather than grade levels.

English Language Development ELD Standards Special Notes Section:

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

need for communication and social skills.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event

	(such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.IL.1.1:	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2:	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.2.1:	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.

WL.K12.II.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.II.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.II.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.II.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.II.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.II.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.II.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.II.5.1:	Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.II.5.2:	Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.II.5.3:	Express and support opinions on familiar topics using a series of sentences.
WL.K12.II.5.4:	Compare and contrast information, concepts, and ideas.
WL.K12.II.6.1:	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
WL.K12.II.6.2:	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.II.6.3:	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.II.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.II.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.II.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.II.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.II.8.2:	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.II.8.3:	Discuss familiar topics in other subject areas, such as geography,

	history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LAFS.7.SL.1.1:	<ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
	Write arguments focused on <i>discipline-specific content</i> .
LAFS.68.WHST.1.1:	<ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from

and supports the argument presented.

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

[LAFS.68.WHST.1.2:](#)

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

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

M/J Haitian Creole for Haitian Creole Speakers, Advanced (#0703020)

Version for Academic Year: 2015 - 2016

Course Number: 0703020

Abbreviated Title: M/J HAITIAN CREOLE A

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

GENERAL NOTES

Major Concepts/Content:

The purpose of this course is to enable students whose heritage language is Haitian Creole to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Haitian Creole grammar. Language Arts Standards are also included in this course to enable students to become literate in the Haitian Creole language and gain a better understanding of the nature of their own language as well as other languages to be acquired.

The course content will reflect the cultural values of Haitian Creole language and societies.

Special Note. Course content requirements for the two-course sequence M/J Haitian Creole for Haitian Creole Speakers, Beginning (0703000) and Intermediate (0703010) are equivalent to Haitian Creole for Haitian Creole Speakers 1 (0700300). Course content requirements for the three-course sequence that includes M/J Haitian Creole for Haitian Creole Speakers, Beginning (0703000), Intermediate (0703010), and Advanced (0703020) may be equivalent to the two-course sequence Haitian Creole for Haitian Creole Speakers 1 (0700300) and Haitian Creole for Haitian Creole Speakers 2 (0700310). It is each district school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Haitian Creole for Haitian Creole Speakers sequence in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency rather than grade levels.

English Language Development ELD Standards Special Notes Section:

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

need for communication and social skills.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through

	e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.

WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.

WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
LAFS.8.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LAFS.68.WHST.1.1:	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and

clarify the relationships among claim(s), counterclaims, reasons, and evidence.

- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

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

[LAFS.68.WHST.1.2:](#)

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

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

M/J Italian, Beginning (#0705000)

Version for Academic Year: 2015 - 2016

Course Number: 0705000

Abbreviated Title: M/J ITALIAN BEG

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

GENERAL NOTES

Major Concepts/Content:

M/J Italian Beginning introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

Special Note. Course content requirements for the two-course sequence M/J Italian Beginning (0705000) and Intermediate (0705010) are equivalent to Italian 1 (0705320). Course content requirements for the three-course sequence that includes M/J Italian Beginning (0705000), Intermediate (0705010), and Advanced (0705020) may be equivalent to the two-course sequence Italian 1 (0705320) and Italian 2 (0705330).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Italian sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.

WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.

WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others

within and beyond the school setting.

[LAFS.6.SL.1.1:](#)

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

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

[LAFS.6.SL.1.3:](#)

Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

[LAFS.6.SL.2.4:](#)

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

[LAFS.68.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

[LAFS.68.WHST.1.1:](#)

Write arguments focused on *discipline-specific content*.

- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

[LAFS.68.WHST.1.2:](#) Write informative/explanatory texts, including the narration of

historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

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

M/J Italian, Intermediate (#0705010)

Version for Academic Year: 2015 - 2016

Course Number: 0705010

Abbreviated Title: M/J ITALIAN INTERM

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

GENERAL NOTES

Major Concepts/Content:

M/J Italian Intermediate introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

Special Note. Course content requirements for the two-course sequence M/J Italian Beginning (0705000) and Intermediate (0705010) are equivalent to Italian 1 (0705320). Course content requirements for the three-course sequence that includes M/J Italian Beginning (0705000), Intermediate (0705010), and Advanced (0705020) may be equivalent to the two-course sequence Italian 1 (0705320) and Italian 2 (0705330).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Italian sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).

WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.IL.1.1:	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2:	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.2.1:	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.

WL.K12.II.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.II.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.II.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.II.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.II.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.II.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.II.5.1:	Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.II.5.2:	Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.II.5.3:	Express and support opinions on familiar topics using a series of sentences.
WL.K12.II.5.4:	Compare and contrast information, concepts, and ideas.
WL.K12.II.6.1:	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
WL.K12.II.6.2:	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.II.6.3:	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.II.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.II.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.II.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.II.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.II.8.2:	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.II.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.

WL.K12.II.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
LAFS.7.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LAFS.68.WHST.1.1:	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.

[LAFS.68.WHST.1.2:](#)

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

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

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

M/J Italian, Advanced (#0705020)

Version for Academic Year: 2015 - 2016

Course Number: 0705020

Abbreviated Title: M/J ITALIAN ADV

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

GENERAL NOTES

Major Concepts/Content:

M/J Italian Advanced introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

Special Note. Course content requirements for the two-course sequence M/J Italian Beginning (0705000) and Intermediate (0705010) are equivalent to Italian 1 (0705320). Course content requirements for the three-course sequence that includes M/J Italian Beginning (0705000), Intermediate (0705010), and Advanced (0705020) may be equivalent to the two-course sequence Italian 1 (0705320) and Italian 2 (0705330).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Italian sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.

WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and

	relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the

	target language and discuss their impact on own culture.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LAFS.8.SL.1.1:	<ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
	Write arguments focused on <i>discipline-specific content</i> .
LAFS.68.WHST.1.1:	<ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims,

reasons, and evidence.

- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

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

[LAFS.68.WHST.1.2:](#)

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

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

M/J Latin, Beginning (#0706000)

Version for Academic Year: 2015 - 2016

Course Number: 0706000

Abbreviated Title: M/J LATIN BEG

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

GENERAL NOTES

M/J Latin Beginning introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

Special Note. Course content requirements for the two-course sequence M/J Latin Beginning (0706000) and Intermediate (0706010) are equivalent to Latin 1 (0706300). Course content requirements for the three-course sequence that includes M/J Latin Beginning (0706000), Intermediate (0706010), and Advanced (0706020) may be equivalent to the two-course sequence Latin 1 (0706300), and Latin 2 (0706310).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Latin sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.

WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.

WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others

within and beyond the school setting.

[LAFS.6.SL.1.1:](#)

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

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

[LAFS.6.SL.1.3:](#)

Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

[LAFS.6.SL.2.4:](#)

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

[LAFS.68.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

[LAFS.68.WHST.1.1:](#)

Write arguments focused on *discipline-specific content*.

- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

[LAFS.68.WHST.1.2:](#) Write informative/explanatory texts, including the narration of

historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

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

M/J Latin, Intermediate (#0706010)

Version for Academic Year: 2015 - 2016

Course Number: 0706010

Abbreviated Title: M/J LATIN INTERM

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

GENERAL NOTES

M/J Latin Intermediate introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks for English language arts and mathematics.

Special Note. Course content requirements for the two-course sequence M/J Latin Beginning (0706000) and Intermediate (0706010) are equivalent to Latin 1 (0706300). Course content requirements for the three-course sequence that includes M/J Latin Beginning (0706000), Intermediate (0706010), and Advanced (0706020) may be equivalent to the two-course sequence Latin 1 (0706300) and Latin 2 (0706310).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Latin sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target

	language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.IL.1.1:	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2:	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.2.1:	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations

	both in and outside the classroom.
WL.K12.II.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.II.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.II.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.II.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.II.5.1:	Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.II.5.2:	Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.II.5.3:	Express and support opinions on familiar topics using a series of sentences.
WL.K12.II.5.4:	Compare and contrast information, concepts, and ideas.
WL.K12.II.6.1:	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
WL.K12.II.6.2:	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.II.6.3:	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.II.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.II.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.II.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.II.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.II.8.2:	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.II.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.II.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
LAFS.7.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-

one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d. Acknowledge new information expressed by others and, when warranted, modify their own views.

LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LAFS.68.WHST.1.1:	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none">a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.d. Establish and maintain a formal style.e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

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

M/J Latin, Advanced (#0706020)

Version for Academic Year: 2015 - 2016

Course Number: 0706020

Abbreviated Title: M/J LATIN ADV

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

GENERAL NOTES

M/J Latin Advanced introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

Special Note. Course content requirements for the two-course sequence M/J Latin Beginning (0706000) and Intermediate (0706010) are equivalent to Latin 1 (0706300). Course content requirements for the three-course sequence that includes M/J Latin Beginning (0706000), Intermediate (0706010), and Advanced (0706020) may be equivalent to the two-course sequence Latin 1 (0706300) and Latin 2 (0706310).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Latin sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency rather than grade levels.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.

WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and

	relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the

	target language and discuss their impact on own culture.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LAFS.8.SL.1.1:	<ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
	Write arguments focused on <i>discipline-specific content</i> .
LAFS.68.WHST.1.1:	<ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims,

reasons, and evidence.

- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

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

[LAFS.68.WHST.1.2:](#)

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

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

M/J Spanish, Beginning (#0708000)

Version for Academic Year: 2015 - 2016

Course Number: 0708000

Abbreviated Title: M/J SPANISH BEG

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

GENERAL NOTES

Major Concepts/Content:

M/J Spanish Beginning introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

Special Note. This is a one-year course. Course content requirements for the two-course sequence M/J Spanish Beginning (0708000) and Intermediate (0708010) are equivalent to Spanish 1 (0708340). Course content requirements for the three-course sequence that includes M/J Spanish Beginning (0708000), Intermediate (0708010), and Advanced (0708020) may be equivalent to the two-course sequence Spanish 1 (0708340) and Spanish 2 (0708350).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Spanish sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

English Language Development ELD Standards Special Notes Section:

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

topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.

WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.

WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations,

	etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
LAFS.6.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LAFS.68.WHST.1.1:	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from

and supports the argument presented.

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

[LAFS.68.WHST.1.2:](#)

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

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

M/J Spanish, Intermediate (#0708010)

Version for Academic Year: 2015 - 2016

Course Number: 0708010

Abbreviated Title: M/J SPANISH INTERM

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

GENERAL NOTES

Major Concepts/Content:

M/J Spanish Intermediate is a continuation of M/J Beginning Spanish. Students will expand their knowledge of the language and its culture. Students will be able to engage in basic listening and speaking activities. Basic skills in reading and writing, and culture, connections, comparisons, and communities are included in this **one-year** course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

Special Note. This is a one-year course. Course content requirements for the two-course sequence M/J Spanish, Beginning (0708000) and Intermediate (0708010) are equivalent to Spanish 1 (0708340). Course content requirements for the three-course sequence that includes M/J Spanish Beginning (0708000), Intermediate (0708010), and Advanced (0708020) may be equivalent to the two-course sequence Spanish 1 (0708340) and Spanish 2 (0708350).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Spanish sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

English Language Development ELD Standards Special Notes Section:

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

topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.

WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.IL.1.1:	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2:	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.2.1:	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.

WL.K12.II.3.2:	Interact with others in everyday situations.
WL.K12.II.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.II.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.II.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.II.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.II.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.II.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.II.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.II.5.1:	Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.II.5.2:	Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.II.5.3:	Express and support opinions on familiar topics using a series of sentences.
WL.K12.II.5.4:	Compare and contrast information, concepts, and ideas.
WL.K12.II.6.1:	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
WL.K12.II.6.2:	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.II.6.3:	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.II.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.II.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.II.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.II.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.II.8.2:	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.

WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
LAFS.7.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LAFS.68.WHST.1.1:	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from

and supports the argument presented.

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

[LAFS.68.WHST.1.2:](#)

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

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

M/J Spanish, Advanced (#0708020)

Version for Academic Year: 2015 - 2016

Course Number: 0708020

Abbreviated Title: M/J SPANISH ADV

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

GENERAL NOTES

Major Concepts/Content:

M/J Spanish Advanced is a continuation of M/J Intermediate Spanish. Students apply their knowledge of the language and its culture. Students will be able to engage in listening and speaking activities, and demonstrate understanding of reading and writing selections on familiar topics. Culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

Special Note. This is a one-year course. Course content requirements for the three-course sequence that includes M/J Spanish Beginning (0708000), Intermediate (0708010), and Advanced (0708020), may be equivalent to the two-course sequence Spanish 1 (0708340) and Spanish 2 (0708350).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Spanish sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

English Language Development ELD Standards Special Notes Section:

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

need for communication and social skills.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through

	e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.

WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.

WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
LAFS.8.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LAFS.68.WHST.1.1:	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and

clarify the relationships among claim(s), counterclaims, reasons, and evidence.

- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

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

[LAFS.68.WHST.1.2:](#)

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

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

M/J Spanish for Spanish Speakers, Beginning (#0709000)

Version for Academic Year: 2015 - 2016

Course Number: 0709000

Abbreviated Title: M/J SPANISH SPEAKS B

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

GENERAL NOTES

Major Concepts/Content:

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. Language Arts Standards are also included in this course to enable students to become literate in the Spanish language and gain a better understanding of the nature of their own language as well as other languages to be acquired.

The course content will reflect the cultural values of Spanish language and societies.

Special Note. Course content requirements for the two-course sequence M/J Spanish for Spanish Speakers, Beginning (0709000) and Intermediate (0709010) are equivalent to Spanish for Spanish Speakers 1 (0709300). Course content requirements for the three-course sequence that includes M/J Spanish for Spanish Speakers, Beginning (0709000), Intermediate (0709010), and Advanced (0709020) may be equivalent to the two-course sequence Spanish for Spanish Speakers 1 (0709300) and Spanish for Spanish Speakers 2 (0709310). It is each district school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Spanish for Spanish Speakers sequence in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency rather than grade levels.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.

WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in

	different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
LAFS.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-

	<p>one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<p>LAFS.6.SL.1.3:</p>	<p>Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
<p>LAFS.6.SL.2.4:</p>	<p>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
<p>LAFS.68.RH.1.2:</p>	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>
<p>LAFS.68.WHST.1.1:</p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<p>LAFS.68.WHST.1.2:</p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

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

M/J Spanish for Spanish Speakers, Intermediate (#0709010)

Version for Academic Year: 2015 - 2016

Course Number: 0709010

Abbreviated Title: M/J SPANISH SPEAKS I

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

GENERAL NOTES

Major Concepts/Content:

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. Language Arts Standards are also included in this course to enable students to become literate in the Spanish language and gain a better understanding of the nature of their own language as well as other languages to be acquired.

The course content will reflect the cultural values of Spanish language and societies.

Special Note. Course content requirements for the two-course sequence M/J Spanish for Spanish Speakers, Beginning (0709000) and Intermediate (0709010) are equivalent to Spanish for Spanish Speakers 1 (0709300). Course content requirements for the three-course sequence that includes M/J Spanish for Spanish Speakers, Beginning (0709000), Intermediate (0709010), and Advanced (0709020) may be equivalent to the two-course sequence Spanish for Spanish Speakers 1 (0709300) and Spanish for Spanish Speakers 2 (0709310). It is each district school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Spanish for Spanish Speakers sequence in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency rather than grade levels.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target

	language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.IL.1.1:	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2:	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.2.1:	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations

	both in and outside the classroom.
WL.K12.II.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.II.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.II.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.II.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.II.5.1:	Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.II.5.2:	Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.II.5.3:	Express and support opinions on familiar topics using a series of sentences.
WL.K12.II.5.4:	Compare and contrast information, concepts, and ideas.
WL.K12.II.6.1:	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
WL.K12.II.6.2:	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.II.6.3:	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.II.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.II.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.II.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.II.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.II.8.2:	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.II.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.II.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
LAFS.7.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-

one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d. Acknowledge new information expressed by others and, when warranted, modify their own views.

[LAFS.7.SL.1.3:](#)

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

[LAFS.7.SL.2.4:](#)

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

[LAFS.68.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Write arguments focused on *discipline-specific content*.

[LAFS.68.WHST.1.1:](#)

- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

[LAFS.68.WHST.1.2:](#)

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

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

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

M/J Spanish for Spanish Speakers, Advanced (#0709020)

Version for Academic Year: 2015 - 2016

Course Number: 0709020

Abbreviated Title: M/J SPANISH SPEAKS A

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

GENERAL NOTES

Major Concepts/Content:

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. Language Arts Standards are also included in this course to enable students to become literate in the Spanish language and gain a better understanding of the nature of their own language as well as other languages to be acquired.

The course content will reflect the cultural values of Spanish language and societies.

Special Note. Course content requirements for the two-course sequence M/J Spanish for Spanish Speakers, Beginning (0709000) and Intermediate (0709010) are equivalent to Spanish for Spanish Speakers 1 (0709300). Course content requirements for the three-course sequence that includes M/J Spanish for Spanish Speakers, Beginning (0709000), Intermediate (0709010), and Advanced (0709020) may be equivalent to the two-course sequence Spanish for Spanish Speakers 1 (0709300) and Spanish for Spanish Speakers 2 (0709310). It is each district school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Spanish for Spanish Speakers sequence in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency rather than grade levels.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations,

	presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences

	that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to

	access different media and community resources.
WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LAFS.8.SL.1.1:	<ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
	Write arguments focused on <i>discipline-specific content</i> .
LAFS.68.WHST.1.1:	<ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style.

- e. Provide a concluding statement or section that follows from and supports the argument presented.

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

[LAFS.68.WHST.1.2:](#)

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

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

M/J Japanese, Beginning (#0711000)

Version for Academic Year: 2015 - 2016

Course Number: 0711000

Abbreviated Title: M/J JAPANESE BEG

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

GENERAL NOTES

M/J Japanese Beginning introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

Special Note. Course content requirements for the two-course sequence M/J Japanese Beginning (0711000) and Intermediate (0711010) are equivalent to Japanese 1 (0711020). Course content requirements for the three-course sequence that includes M/J Japanese Beginning (0711000), Intermediate (0711010), and Advanced (0711020) may be equivalent to the two-course sequence Japanese 1 (0712300) and Japanese 2 (0712310).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Japanese sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.

WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in

	different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
LAFS.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-

	<p>one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<p>LAFS.6.SL.1.3:</p>	<p>Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
<p>LAFS.6.SL.2.4:</p>	<p>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
<p>LAFS.68.RH.1.2:</p>	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>
<p>LAFS.68.WHST.1.1:</p>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<p>LAFS.68.WHST.1.2:</p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

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

M/J Japanese, Intermediate (#0711010)

Version for Academic Year: 2015 - 2016

Course Number: 0711010

Abbreviated Title: M/J JAPANESE INTERM

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

GENERAL NOTES

M/J Japanese Intermediate introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

Special Note. Course content requirements for the two-course sequence M/J Japanese Beginning (0711000) and Intermediate (0711010) are equivalent to Japanese 1 (0712300). Course content requirements for the three-course sequence that includes M/J Japanese Beginning (0711000), Intermediate (0711010), and Advanced (0711020) may be equivalent to the two-course sequence Japanese 1 (0712300) and Japanese 2 (0712310).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Japanese sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target

	language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.IL.1.1:	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2:	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.2.1:	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2:	Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3:	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4:	Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1:	Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2:	Interact with others in everyday situations.
WL.K12.IL.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations

	both in and outside the classroom.
WL.K12.II.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.II.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.II.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.II.4.4:	Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.II.5.1:	Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.II.5.2:	Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.II.5.3:	Express and support opinions on familiar topics using a series of sentences.
WL.K12.II.5.4:	Compare and contrast information, concepts, and ideas.
WL.K12.II.6.1:	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.
WL.K12.II.6.2:	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.II.6.3:	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.II.6.4:	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.II.7.1:	Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.II.7.2:	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.II.8.1:	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.II.8.2:	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.II.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.II.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
LAFS.7.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-

one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d. Acknowledge new information expressed by others and, when warranted, modify their own views.

[LAFS.7.SL.1.3:](#) Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

[LAFS.7.SL.2.4:](#) Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

[LAFS.68.RH.1.2:](#) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Write arguments focused on *discipline-specific content*.

[LAFS.68.WHST.1.1:](#)

- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

[LAFS.68.WHST.1.2:](#) Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

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

M/J Japanese, Advanced (#0711020)

Version for Academic Year: 2015 - 2016

Course Number: 0711020

Abbreviated Title: M/J JAPANESE ADV

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

GENERAL NOTES

Major Concepts/Content:

M/J Japanese Advanced introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

Special Note. Course content requirements for the two-course sequence M/J Japanese, Beginning (0711000) and Intermediate (0711010) are equivalent to Japanese 1 (0712300). Course content requirements for the three-course sequence that includes M/J Japanese, Beginning (0711000), Intermediate (0711010), and Advanced (0711020), may be equivalent to the two-course sequence Japanese 1 (0712300) and Japanese 2 (0712310).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Japanese sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

English Language Development ELD Standards Special Notes Section:

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

need for communication and social skills.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.
WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through

	e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.
WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.

WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.

WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
LAFS.8.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LAFS.68.WHST.1.1:	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and

clarify the relationships among claim(s), counterclaims, reasons, and evidence.

- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

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

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

[LAFS.68.WHST.1.2:](#)

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

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

M/J World Language Humanities for International Studies 1 (#0710000)

Version for Academic Year: 2015 - 2016

Course Number: 0710000

Abbreviated Title: M/J WRLDLNG INTL ST1

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

GENERAL NOTES

Major Concepts/Content:

M/J World Language Humanities for International Studies Beginning introduces students to a variety of areas in the humanities taught in the target language. The content should include, but not be limited to the following: development of skills in disciplines, such as, history, geography, philosophy, and the arts. This is a one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

Special Note:

Students must demonstrate a working knowledge of the target language. Course content requirements for the two-course sequence M/J World Language Humanities for International Studies, Beginning (0710000) and Intermediate (0710010) are equivalent to World Language Humanities for International Studies 1 (0714300). Course content requirements for the three-course sequence that includes M/J World Language Humanities for International Studies, Beginning (0710000), Intermediate (0710010), and Advanced (0710020) may be equivalent to the two-course sequence World Language Humanities for International Studies 1 (0714300) and World Language Humanities for International Studies 2 (0714310).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J World Language Humanities for International Studies sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

English Language Development ELD Standards Special Notes Section:

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

purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Standard 1:

Interpretive Listening: The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

Standard 2:

Interpretive Reading: The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

Standard 3:

Interpersonal Communication: The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.

Standard 4:

Presentational Speaking: The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

Standard 5:

Presentational Writing: The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Standard 6:

Culture: The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Standard 7:

Connections: The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

Comparisons: The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

Communities: The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

Name	Description
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.

WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.
WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.

WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
LAFS.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6

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

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

[LAFS.6.SL.1.3:](#)

Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

[LAFS.6.SL.2.4:](#)

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

[LAFS.68.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Write arguments focused on *discipline-specific content*.

[LAFS.68.WHST.1.1:](#)

- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

[LAFS.68.WHST.1.2:](#)

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

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

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

M/J World Language Humanities for International Studies 2 (#0710010)

Version for Academic Year: 2015 - 2016

Course Number: 0710010

Abbreviated Title: M/J WRLDLNG INTL ST2

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

GENERAL NOTES

Major Concepts/Content:

M/J World Language Humanities for International Studies Intermediate introduces students to a variety of areas taught in the target language. The content should include, but not be limited to the following: development of skills in disciplines, such as, history, geography, philosophy, and the arts. This is a one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

Special Note. Students must demonstrate a working knowledge of the target language. Course content requirements for the two-course sequence M/J World Language Humanities for International Studies Beginning (0710000) and Intermediate (0710010) are equivalent to World Language Humanities for International Studies 1 (0714300). Course content requirements for the three-course sequence that includes M/J World Language Humanities for International Studies Beginning (0710000), Intermediate (0710010), and Advanced (0710020) may be equivalent to the two-course sequence World Language Humanities for International Studies 1 (0714300) and World Language Humanities for International Studies 2 (0714310).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J World Language Humanities for International Studies sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS**Standard 1:**

Interpretive Listening: The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

Standard 2:

Interpretive Reading: The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

Standard 3:

Interpersonal Communication: The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.

Standard 4:

Presentational Speaking: The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

Standard 5:

Presentational Writing: The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Standard 6:

Culture: The student will be able to use the target language to gain knowledge and

demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Standard 7:

Connections: The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

Standard 8:

Comparisons: The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

Standard 9:

Communities: The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

Name	Description
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.IL.3.2:	Interact with others in everyday situations.

WL.K12.II.3.3:	Express and react to feelings and emotions in real life situations.
WL.K12.II.3.4:	Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.II.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.II.4.1:	Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.II.4.2:	Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.II.4.3:	Express needs, wants, and plans using a series of sentences that include essential details.
LAFS.7.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LAFS.68.WHST.1.1:	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

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

[LAFS.68.WHST.1.2:](#)

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

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

M/J World Language Humanities for International Studies 3 (#0710020)

Version for Academic Year: 2015 - 2016

Course Number: 0710020

Abbreviated Title: M/J WRLDLNG INTL ST3

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

VERSION DESCRIPTION

Major Concepts/Content:

M/J World Language Humanities for International Studies Advanced expands student knowledge of a variety of areas in the humanities taught in the target language. The content should include, but not be limited to the following: development of skills in disciplines, such as, history, geography, philosophy, and the arts. This is a one-year course.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics.

Special Note. Students must demonstrate a working knowledge of the target language. Course content requirements for the two-course sequence M/J World Language Humanities for International Studies, Beginning (0710000) and Intermediate (0710010) are equivalent to World Language Humanities for International Studies 1 (0714300). Course content requirements for the three-course sequence that includes M/J World Language Humanities for International Studies Beginning (0710000), Intermediate (0710010), and Advanced (0710020) may be equivalent to the two-course sequence World Language Humanities for International Studies 1 (0714300) and World Language Humanities for International Studies 2 (0714310).

It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J World Language Humanities for International Studies sequences in middle school.

The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
WL.K12.IL.1.3:	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
WL.K12.IL.1.4:	Identify key points and essential details on familiar topics presented through a variety of media.
WL.K12.IL.1.5:	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
WL.K12.IL.1.6:	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
WL.K12.IL.3.5:	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.3.6:	Recount and restate information received in a conversation in order to clarify meaning.
WL.K12.IL.3.7:	Exchange general information about a few topics outside personal and academic fields of interest.
WL.K12.IL.3.8:	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4.5:	Present a short skit or play using well-structured sentences.
WL.K12.IL.4.6:	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5.5:	Develop questions to obtain and clarify information.

WL.K12.IL.5.6:	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
WL.K12.IL.5.7:	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
WL.K12.IL.8.3:	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1:	Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.IL.9.2:	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.
WL.K12.IM.1.1:	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
WL.K12.IM.1.2:	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
WL.K12.IM.1.3:	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
WL.K12.IM.1.4:	Identify essential information and supporting details on familiar topics presented through a variety of media.
WL.K12.IM.1.5:	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
WL.K12.IM.1.6:	Demonstrate understanding of complex directions and instructions in familiar settings.
WL.K12.IM.2.1:	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
WL.K12.IM.2.2:	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
WL.K12.IM.2.3:	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
WL.K12.IM.2.4:	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.
WL.K12.IM.3.1:	Express views and effectively engage in conversations on a variety of familiar topics.
WL.K12.IM.3.2:	Ask and answer questions on familiar topics to clarify information and sustain a conversation.
WL.K12.IM.3.3:	Express personal views and opinions on a variety of topics.
WL.K12.IM.3.4:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
WL.K12.IM.3.5:	Initiate and maintain a conversation on a variety of familiar topics.

WL.K12.IM.3.6:	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
WL.K12.IM.3.7:	Follow grammatical rules for self-correction when speaking.
WL.K12.IM.3.8:	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4.1:	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.2:	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
WL.K12.IM.4.3:	Retell a story or recount an experience with appropriate facts and relevant details.
WL.K12.IM.4.4:	Provide supporting evidence using logically connected sentences that include relevant details.
WL.K12.IM.4.5:	Retell or summarize a storyline using logically connected sentences with relevant details.
WL.K12.IM.4.6:	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5.1:	Write narratives on familiar topics using logically connected sentences with supporting details.
WL.K12.IM.5.2:	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.
WL.K12.IM.5.3:	State an opinion and provide supporting evidence using connected sentences.
WL.K12.IM.5.4:	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
WL.K12.IM.5.5:	Draft, edit, and summarize information, concepts, and ideas.
WL.K12.IM.5.6:	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
WL.K12.IM.5.7:	Write a narrative based on experiences that use descriptive language and details.
WL.K12.IM.6.1:	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
WL.K12.IM.6.2:	Use practices and characteristics of the target cultures for daily activities among peers and adults.
WL.K12.IM.6.3:	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
WL.K12.IM.6.4:	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.IM.7.1:	Use expanded vocabulary and structures in the target language to

	increase content area knowledge.
WL.K12.IM.7.2:	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
WL.K12.IM.8.1:	Compare language structures and skills that transfer from one language to another.
WL.K12.IM.8.2:	Compare and contrast structural patterns in the target language and own.
WL.K12.IM.8.3:	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
WL.K12.IM.9.1:	Use expanded vocabulary and structures in the target language to access different media and community resources.
WL.K12.IM.9.2:	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LAFS.8.SL.1.1:	<ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source

distinct from prior knowledge or opinions.

Write arguments focused on *discipline-specific content*.

[LAFS.68.WHST.1.1:](#)

- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

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

[LAFS.68.WHST.1.2:](#)

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

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

M/J Library Skills/Information Literacy (MC) (#1100000)

Version for Academic Year: 2015 - 2016

Course Number: 1100000

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

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.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Grades 6-8

Reading Informational Text

Benchmark Notes: *These reading informational text benchmarks offer a focus for*

instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.

Writing

Benchmark Notes: *Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing benchmarks and retain or further develop skills and understandings mastered in preceding grades.*

Speaking and Listening

Benchmark Notes: *The following speaking and listening benchmarks offer a focus for instruction each year to help ensure students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

The Florida Standards Mathematical Practices should be incorporated as appropriate.

With reference to W.2.4 standard W.1.3 reads as follows:

LAFS.6.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.
- e. Provide a conclusion that follows from the narrated experiences or events.

LAFS.7.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal

shifts from one time frame or setting to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

LAFS.8.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Name	Description
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.
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.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. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Remarks/Examples: e.g., ethics, plagiarism, appropriation from the Internet and other sources</p> </div>
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.H.3.3:	Create imaginative works to include background knowledge or information from other subjects. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Remarks/Examples: e.g., from history, environment, literary works</p> </div>
VA.68.F.1.4:	Use technology skills to create an imaginative and unique work of art. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Remarks/Examples: e.g., convey depth, scale</p> </div>
LAFS.6.RI.1.1:	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.6.RI.1.2:	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LAFS.6.RI.1.3:	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
LAFS.6.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LAFS.6.RI.2.5:	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LAFS.6.RI.2.6:	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
LAFS.6.RI.3.7:	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LAFS.6.RI.3.8:	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.RI.3.9:	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
LAFS.6.RI.4.10:	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.7.RI.1.1:	Cite several pieces of textual evidence to support analysis of what the

	text says explicitly as well as inferences drawn from the text.
LAFS.7.RI.1.2:	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
LAFS.7.RI.1.3:	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
LAFS.7.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
LAFS.7.RI.2.5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
LAFS.7.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
LAFS.7.RI.3.8:	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LAFS.7.RI.3.9:	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
LAFS.7.RI.4.10:	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.8.RI.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.8.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LAFS.8.RI.1.3:	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LAFS.8.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LAFS.8.RI.2.5:	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
LAFS.8.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

LAFS.8.RI.3.7:	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LAFS.8.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
LAFS.8.RI.3.9:	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
LAFS.8.RI.4.10:	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
LAFS.6.W.1.1:	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.
LAFS.6.W.1.2:	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.

LAFS.6.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.6.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LAFS.6.W.2.6:	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
LAFS.6.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LAFS.6.W.3.8:	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
LAFS.6.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
LAFS.7.W.1.1:	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.7.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization,

and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

[LAFS.7.W.2.4:](#)

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

[LAFS.7.W.2.5:](#)

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

[LAFS.7.W.2.6:](#)

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

[LAFS.7.W.3.7:](#)

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

[LAFS.7.W.3.8:](#)

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

[LAFS.7.W.3.9:](#)

- a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
- b. Apply grade 7 Reading standards to literary nonfiction (e.g.

“Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

[LAFS.8.W.1.1:](#)

Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

[LAFS.8.W.1.2:](#)

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

[LAFS.8.W.2.4:](#)

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

[LAFS.8.W.2.5:](#)

With some guidance and support from peers and adults, develop and

	strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.8.W.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LAFS.8.W.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LAFS.8.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.8.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.2.5:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.2.5:	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LAFS.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LAFS.8.SL.2.5:	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

LAFS.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LAFS.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LAFS.68.RH.2.5:	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LAFS.68.RH.2.6:	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
LAFS.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LAFS.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LAFS.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
LAFS.68.RST.1.1:	Cite specific textual evidence to support analysis of science and technical texts.
LAFS.68.RST.1.2:	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.RST.2.5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
LAFS.68.RST.2.6:	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
LAFS.68.RST.3.7:	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
LAFS.68.RST.3.8:	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
LAFS.68.RST.3.9:	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Library/Media Transfer (#1100220)

Version for Academic Year: 2015 - 2016

Course Number: 1100220

Abbreviated Title: M/J LIBR/MEDIA TRAN

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Music Theory 1 (#1300000)

Version for Academic Year: 2015 - 2016

Course Number: 1300000

Abbreviated Title: M/J MUS THEORY 1

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

VERSION DESCRIPTION

Students discover how music works with an exploratory introduction to the compositional process, and develop fluency in music notation and rhythmic skills, as well as knowledge of basic form. Acquisition of basic aural and keyboard skills provides students with skills to express themselves creatively through music. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

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

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

Name	Description
DA.68.S.2.1:	Sustain focused attention, respect, and discipline during classes and performances.
MU.68.C.1.1:	Develop strategies for listening to unfamiliar musical works. Remarks/Examples: e.g., listening maps, active listening, checklists
MU.68.C.1.2:	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent. Remarks/Examples: e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title
MU.68.C.2.3:	Critique personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peers.
MU.68.C.3.1:	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.
MU.68.S.1.1:	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions. Remarks/Examples: e.g., blues, rock
MU.68.S.1.3:	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4:	Sing or play melodies by ear with support from the teacher and/or peers.

	<p>Remarks/Examples: e.g., melodies using traditional classroom instruments and/or voice</p>
MU.68.S.1.6:	Compose a melody, with or without lyrics, over a standard harmonic progression.
MU.68.S.1.8:	Demonstrate specified mixing and editing techniques using selected software and hardware.
	Sight-read standard exercises and simple repertoire.
MU.68.S.3.3:	<p>Remarks/Examples: e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</p>
	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
MU.68.S.3.4:	<p>Remarks/Examples: e.g., error detection, interval reinforcement</p>
MU.68.S.3.5:	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
	Demonstrate knowledge of major and minor tonalities through performance and composition.
MU.68.O.2.2:	<p>Remarks/Examples: e.g., scales; key signatures; relative major/minor; parallel major/minor</p>
	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
MU.68.O.3.1:	<p>Remarks/Examples: e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</p>
	Analyze how technology has changed the way music is created, performed, acquired, and experienced.
MU.68.H.2.2:	<p>Remarks/Examples: e.g., from harpsichord to piano; from phonograph to CD</p>
MU.68.H.2.3:	Classify the literature being studied by genre, style, and/or time

	period.
MU.68.H.3.1:	<p>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.</p> <p>Remarks/Examples: e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</p>
MU.68.H.3.2:	<p>Discuss how the absence of music would affect other content areas and contexts.</p> <p>Remarks/Examples: e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays</p>
MU.68.F.1.1:	<p>Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.</p>
MU.68.F.2.1:	<p>Describe several routes a composition or performance could travel from creator to consumer.</p> <p>Remarks/Examples: e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales</p>
MU.68.F.3.2:	<p>Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.</p>
MU.68.F.3.3:	<p>Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place.</p> <p>Remarks/Examples: e.g., idea, development, editing, selling, revising, testing, presenting</p>
LAFS.6.SL.1.2:	<p>Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>
LAFS.6.SL.1.3:	<p>Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
LAFS.6.SL.2.4:	<p>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas</p>

	or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.WHST.3.9:</u>	Draw evidence from informational texts to support analysis reflection, and research.
<u>ELD.K12.ELL.1.1:</u>	English language learners communicate for social and instructional purposes within the school setting.
<u>LAFS.68.WHST.1.2d:</u>	Use precise language and domain-specific vocabulary to inform about or explain the topic.

M/J Music Theory 2 (#1300010)

Version for Academic Year: 2015 - 2016

Course Number: 1300010

Abbreviated Title: M/J MUS THEORY 2

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

VERSION DESCRIPTION

Students with prior music theory experience expand their understanding of the technical and structural elements of music. Intermediate-level music theorists develop the aural skills needed for a variety of musical styles and processes, including composition, improvisation, performance, and consumerism. Class work focuses on creativity and strengthening analytical abilities. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

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

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

Name	Description
DA.68.S.2.1:	Sustain focused attention, respect, and discipline during classes and performances.
MU.68.C.1.1:	Develop strategies for listening to unfamiliar musical works. Remarks/Examples: e.g., listening maps, active listening, checklists
MU.68.C.1.2:	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent. Remarks/Examples: e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title
MU.68.C.1.3:	Identify, aurally, instrumental styles and a variety of instrumental ensembles. Remarks/Examples: e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles
MU.68.C.1.4:	Identify, aurally, a variety of vocal styles and ensembles. Remarks/Examples: e.g., chant, spiritual, folk, opera, world, jazz, pop, solo, duet, trio, quartet, small ensembles, choirs
MU.68.C.2.3:	Critique personal composition and/or improvisation, using simple

	criteria, to generate improvements with guidance from teachers and/or peers.
MU.68.C.3.1:	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.
	Compose a short musical piece.
MU.68.S.1.2:	Remarks/Examples: e.g., using traditional, non-traditional, digital, or classroom instruments and/or voice
MU.68.S.1.3:	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
	Sing or play melodies by ear with support from the teacher and/or peers.
MU.68.S.1.4:	Remarks/Examples: e.g., melodies using traditional classroom instruments and/or voice
	Perform melodies with chord progressions.
MU.68.S.1.5:	Remarks/Examples: e.g., keyboard/piano, keyboard/piano and voice, guitar, voice and guitar
MU.68.S.1.6:	Compose a melody, with or without lyrics, over a standard harmonic progression.
MU.68.S.1.8:	Demonstrate specified mixing and editing techniques using selected software and hardware.
	Sight-read standard exercises and simple repertoire.
MU.68.S.3.3:	Remarks/Examples: e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols
	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
MU.68.S.3.4:	Remarks/Examples: e.g., error detection, interval reinforcement
MU.68.S.3.5:	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
MU.68.O.1.1:	Compare performances of a musical work to identify artistic choices made by performers.

	<p>Remarks/Examples: e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</p>
MU.68.O.2.1:	<p>Create a composition, manipulating musical elements and exploring the effects of those manipulations.</p> <p>Remarks/Examples: e.g., using electronic or paper-and-pencil means to experiment with timbre, melody, rhythm, harmony, form, tonality</p>
MU.68.O.2.2:	<p>Demonstrate knowledge of major and minor tonalities through performance and composition.</p> <p>Remarks/Examples: e.g., scales; key signatures; relative major/minor; parallel major/minor</p>
MU.68.O.3.1:	<p>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</p> <p>Remarks/Examples: e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</p>
MU.68.O.3.2:	<p>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.</p>
MU.68.H.1.5:	<p>Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.</p>
MU.68.H.2.1:	<p>Describe the influence of historical events and periods on music composition and performance.</p>
MU.68.H.2.2:	<p>Analyze how technology has changed the way music is created, performed, acquired, and experienced.</p> <p>Remarks/Examples: e.g., from harpsichord to piano; from phonograph to CD</p>
MU.68.H.2.3:	<p>Classify the literature being studied by genre, style, and/or time period.</p>
MU.68.H.3.1:	<p>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.</p>

	<p>Remarks/Examples: e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</p>
<p>MU.68.F.1.1:</p>	<p>Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.</p>
<p>MU.68.F.1.2:</p>	<p>Create an original composition that reflects various performances that use "traditional" and contemporary technologies.</p> <p>Remarks/Examples: e.g., MIDI, Internet video resources, personal digital assistants, MP3 players, cell phones, digital recording, music software</p>
<p>MU.68.F.2.1:</p>	<p>Describe several routes a composition or performance could travel from creator to consumer.</p> <p>Remarks/Examples: e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales</p>
<p>MU.68.F.2.2:</p>	<p>Describe how concert attendance can financially impact a community.</p> <p>Remarks/Examples: e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants</p>
<p>MU.68.F.3.1:</p>	<p>Describe how studying music can enhance citizenship, leadership, and global thinking.</p> <p>Remarks/Examples: e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect</p>
<p>MU.68.F.3.2:</p>	<p>Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.</p>
<p>MU.68.F.3.3:</p>	<p>Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place.</p> <p>Remarks/Examples:</p>

e.g., idea, development, editing, selling, revising, testing, presenting

LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.
LAFS.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.

M/J Keyboard 1 (#1301030)

Version for Academic Year: 2015 - 2016

Course Number: 1301030

Abbreviated Title: M/J KEYBD 1

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

VERSION DESCRIPTION

Students with little or no prior experience develop fundamental piano techniques, learn to read music, apply basic music theory, and explore the role of keyboard music in history and culture. Beginning pianists explore musical creativity in the form of basic arranging and improvisation, and develop analytical listening and problem-solving skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

Name	Description
DA.68.S.2.1:	Sustain focused attention, respect, and discipline during classes and performances.
MU.68.C.1.1:	Develop strategies for listening to unfamiliar musical works. Remarks/Examples: e.g., listening maps, active listening, checklists
MU.68.C.1.2:	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent. Remarks/Examples: e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title
MU.68.C.2.1:	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Remarks/Examples: e.g., intonation, balance, blend, phrasing, rhythm
MU.68.C.2.2:	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal. Remarks/Examples: e.g., blend, balance, ensemble playing, sonority, technique, tone quality
MU.68.S.1.1:	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions. Remarks/Examples: e.g., blues, rock
MU.68.S.1.3:	Arrange a short musical piece by manipulating melody, form,

	rhythm, and/or voicing.
MU.68.S.2.2:	Transfer performance techniques from familiar to unfamiliar pieces.
	Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.1:	<p>Remarks/Examples: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
	Demonstrate proper vocal or instrumental technique.
MU.68.S.3.2:	<p>Remarks/Examples: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
MU.68.S.3.5:	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
	Compare performances of a musical work to identify artistic choices made by performers.
MU.68.O.1.1:	<p>Remarks/Examples: e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</p>
MU.68.O.3.2:	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
MU.68.H.1.5:	Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.
MU.68.H.2.3:	Classify the literature being studied by genre, style, and/or time period.
	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
MU.68.H.3.1:	<p>Remarks/Examples: e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</p>
	Discuss how the absence of music would affect other content areas and contexts.
MU.68.H.3.2:	<p>Remarks/Examples: e.g., theatre and dance, movies, sporting events, video games,</p>

	commercial advertising, social gatherings, civic and religious ceremonies, plays
MU.68.F.1.1:	Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
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.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Keyboard 2 (#1301040)

Version for Academic Year: 2015 - 2016

Course Number: 1301040

Abbreviated Title: M/J KEYBD 2

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

VERSION DESCRIPTION

Students build on prior piano experience to develop intermediate piano techniques and skills, and learn music repertoire from various styles and time periods. They explore musical creativity through improvisation and composition, and cultivate analytical listening and critical thinking skills associated with making informed musical decisions. Intermediate-level pianists also learn about the basic tools of music technology through such components as MIDI keyboards. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

Name	Description
DA.68.S.2.1:	Sustain focused attention, respect, and discipline during classes and performances.
MU.68.C.1.1:	Develop strategies for listening to unfamiliar musical works. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Remarks/Examples: e.g., listening maps, active listening, checklists </div>
MU.68.C.1.2:	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Remarks/Examples: e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title </div>
MU.68.C.1.3:	Identify, aurally, instrumental styles and a variety of instrumental ensembles. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Remarks/Examples: e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles </div>
MU.68.C.2.1:	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Remarks/Examples: e.g., intonation, balance, blend, phrasing, rhythm </div>
MU.68.C.2.2:	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.

	<p>Remarks/Examples: e.g., blend, balance, ensemble playing, sonority, technique, tone quality</p>
MU.68.C.2.3:	Critique personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peers.
MU.68.S.1.1:	<p>Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.</p> <p>Remarks/Examples: e.g., blues, rock</p>
MU.68.S.1.3:	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4:	<p>Sing or play melodies by ear with support from the teacher and/or peers.</p> <p>Remarks/Examples: e.g., melodies using traditional classroom instruments and/or voice</p>
MU.68.S.1.6:	Compose a melody, with or without lyrics, over a standard harmonic progression.
MU.68.S.2.2:	Transfer performance techniques from familiar to unfamiliar pieces.
MU.68.S.3.1:	<p>Sing and/or play age-appropriate repertoire expressively.</p> <p>Remarks/Examples: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
MU.68.S.3.2:	<p>Demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
MU.68.S.3.3:	<p>Sight-read standard exercises and simple repertoire.</p> <p>Remarks/Examples: e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</p>
MU.68.S.3.4:	Compare written notation to aural examples and analyze for

	accuracy of rhythm and pitch.
	<p>Remarks/Examples: e.g., error detection, interval reinforcement</p>
MU.68.S.3.5:	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
	Compare performances of a musical work to identify artistic choices made by performers.
MU.68.O.1.1:	<p>Remarks/Examples: e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</p>
	Demonstrate knowledge of major and minor tonalities through performance and composition.
MU.68.O.2.2:	<p>Remarks/Examples: e.g., scales; key signatures; relative major/minor; parallel major/minor</p>
MU.68.O.3.2:	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
MU.68.H.1.2:	Identify the works of representative composers within a specific style or time period.
MU.68.H.1.5:	Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.
MU.68.H.2.1:	Describe the influence of historical events and periods on music composition and performance.
	Analyze how technology has changed the way music is created, performed, acquired, and experienced.
MU.68.H.2.2:	<p>Remarks/Examples: e.g., from harpsichord to piano; from phonograph to CD</p>
MU.68.H.2.3:	Classify the literature being studied by genre, style, and/or time period.
	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
MU.68.H.3.1:	<p>Remarks/Examples: e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial</p>

	music, sales and advertising, communication
MU.68.H.3.2:	<p>Discuss how the absence of music would affect other content areas and contexts.</p> <p>Remarks/Examples: e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays</p>
MU.68.F.1.1:	Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
MU.68.F.2.2:	<p>Describe how concert attendance can financially impact a community.</p> <p>Remarks/Examples: e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants</p>
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.
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3:	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Keyboard 3 (#1301050)

Version for Academic Year: 2015 - 2016

Course Number: 1301050

Abbreviated Title: M/J KEYBD 3

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

VERSION DESCRIPTION

Students with significant knowledge of piano technique, music literacy, and related musical knowledge extend their skills through a variety of solo and ensemble literature. Students explore the influence of the piano on performance and composition through history, and develop the skills needed to assess their own and others' piano performances. Advanced middle school pianists investigate familiar, new, and emerging music technology and its connection to keyboards and other sound-generating devices. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

Name	Description
DA.68.S.2.1:	Sustain focused attention, respect, and discipline during classes and performances.
MU.68.C.1.1:	Develop strategies for listening to unfamiliar musical works. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Remarks/Examples: e.g., listening maps, active listening, checklists </div>
MU.68.C.1.2:	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Remarks/Examples: e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title </div>
MU.68.C.1.3:	Identify, aurally, instrumental styles and a variety of instrumental ensembles. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Remarks/Examples: e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles </div>
MU.68.C.1.4:	Identify, aurally, a variety of vocal styles and ensembles. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Remarks/Examples: e.g., chant, spiritual, folk, opera, world, jazz, pop, solo, duet, trio, quartet, small ensembles, choirs </div>
MU.68.C.2.1:	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.

	<p>Remarks/Examples: e.g., intonation, balance, blend, phrasing, rhythm</p>
MU.68.C.2.2:	<p>Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.</p> <p>Remarks/Examples: e.g., blend, balance, ensemble playing, sonority, technique, tone quality</p>
MU.68.C.2.3:	<p>Critique personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peers.</p>
MU.68.C.3.1:	<p>Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.</p>
MU.68.S.1.1:	<p>Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.</p> <p>Remarks/Examples: e.g., blues, rock</p>
MU.68.S.1.2:	<p>Compose a short musical piece.</p> <p>Remarks/Examples: e.g., using traditional, non-traditional, digital, or classroom instruments and/or voice</p>
MU.68.S.1.3:	<p>Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.</p>
MU.68.S.1.4:	<p>Sing or play melodies by ear with support from the teacher and/or peers.</p> <p>Remarks/Examples: e.g., melodies using traditional classroom instruments and/or voice</p>
MU.68.S.1.5:	<p>Perform melodies with chord progressions.</p> <p>Remarks/Examples: e.g., keyboard/piano, keyboard/piano and voice, guitar, voice and guitar</p>
MU.68.S.1.6:	<p>Compose a melody, with or without lyrics, over a standard harmonic progression.</p>
MU.68.S.2.1:	<p>Perform music from memory to demonstrate knowledge of the musical structure.</p>

	<p>Remarks/Examples: e.g., basic themes, patterns, tonality, melody, harmony</p>
MU.68.S.2.2:	Transfer performance techniques from familiar to unfamiliar pieces.
MU.68.S.3.1:	<p>Sing and/or play age-appropriate repertoire expressively.</p> <p>Remarks/Examples: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
MU.68.S.3.2:	<p>Demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
MU.68.S.3.3:	<p>Sight-read standard exercises and simple repertoire.</p> <p>Remarks/Examples: e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</p>
MU.68.S.3.4:	<p>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</p> <p>Remarks/Examples: e.g., error detection, interval reinforcement</p>
MU.68.S.3.5:	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
MU.68.S.3.6:	<p>Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.</p> <p>Remarks/Examples: e.g., independently, collaboratively</p>
MU.68.O.1.1:	<p>Compare performances of a musical work to identify artistic choices made by performers.</p> <p>Remarks/Examples: e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</p>
MU.68.O.2.1:	Create a composition, manipulating musical elements and exploring the effects of those manipulations.

	<p>Remarks/Examples: e.g., using electronic or paper-and-pencil means to experiment with timbre, melody, rhythm, harmony, form, tonality</p>
MU.68.O.2.2:	<p>Demonstrate knowledge of major and minor tonalities through performance and composition.</p> <p>Remarks/Examples: e.g., scales; key signatures; relative major/minor; parallel major/minor</p>
MU.68.O.3.1:	<p>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</p> <p>Remarks/Examples: e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</p>
MU.68.O.3.2:	<p>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.</p>
MU.68.H.1.2:	<p>Identify the works of representative composers within a specific style or time period.</p>
MU.68.H.1.3:	<p>Describe how American music has been influenced by other cultures.</p>
MU.68.H.1.5:	<p>Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.</p>
MU.68.H.2.1:	<p>Describe the influence of historical events and periods on music composition and performance.</p>
MU.68.H.2.2:	<p>Analyze how technology has changed the way music is created, performed, acquired, and experienced.</p> <p>Remarks/Examples: e.g., from harpsichord to piano; from phonograph to CD</p>
MU.68.H.2.3:	<p>Classify the literature being studied by genre, style, and/or time period.</p>
MU.68.H.3.1:	<p>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.</p> <p>Remarks/Examples: e.g., school: other music classes, social studies, dance,</p>

	physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication
MU.68.F.1.1:	Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
	Create an original composition that reflects various performances that use "traditional" and contemporary technologies.
MU.68.F.1.2:	Remarks/Examples: e.g., MIDI, Internet video resources, personal digital assistants, MP3 players, cell phones, digital recording, music software
	Describe several routes a composition or performance could travel from creator to consumer.
MU.68.F.2.1:	Remarks/Examples: e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales
	Describe how concert attendance can financially impact a community.
MU.68.F.2.2:	Remarks/Examples: e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants
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.
	Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place.
MU.68.F.3.3:	Remarks/Examples: e.g., idea, development, editing, selling, revising, testing, presenting
LAFS.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact,

	adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Guitar 1 (#1301060)

Version for Academic Year: 2015 - 2016

Course Number: 1301060

Abbreviated Title: M/J GUITAR 1

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

VERSION DESCRIPTION

Students with little or no experience develop basic guitar skills and knowledge, including simple and full-strum chords, strumming patterns, playing/singing simple melodies, foundational music theory, parts of the guitar, and ensemble skills. Beginning guitarists explore the careers and music of significant performers in pop/rock, jazz, blues, classical, country, bluegrass, and hard rock/metal genres. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

Name	Description
DA.68.S.2.1:	Sustain focused attention, respect, and discipline during classes and performances.
MU.68.C.1.1:	Develop strategies for listening to unfamiliar musical works. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Remarks/Examples: e.g., listening maps, active listening, checklists </div>
MU.68.C.1.2:	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Remarks/Examples: e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title </div>
MU.68.C.2.1:	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Remarks/Examples: e.g., intonation, balance, blend, phrasing, rhythm </div>
MU.68.C.2.2:	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Remarks/Examples: e.g., blend, balance, ensemble playing, sonority, technique, tone quality </div>
MU.68.S.1.3:	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.5:	Perform melodies with chord progressions.

	<p>Remarks/Examples: e.g., keyboard/piano, keyboard/piano and voice, guitar, voice and guitar</p>
MU.68.S.2.2:	Transfer performance techniques from familiar to unfamiliar pieces.
MU.68.S.3.1:	<p>Sing and/or play age-appropriate repertoire expressively.</p> <p>Remarks/Examples: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
MU.68.S.3.2:	<p>Demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
MU.68.O.3.2:	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
MU.68.H.1.3:	Describe how American music has been influenced by other cultures.
MU.68.H.2.1:	Describe the influence of historical events and periods on music composition and performance.
MU.68.H.2.3:	Classify the literature being studied by genre, style, and/or time period.
MU.68.H.3.1:	<p>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.</p> <p>Remarks/Examples: e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</p>
MU.68.F.2.2:	<p>Describe how concert attendance can financially impact a community.</p> <p>Remarks/Examples: e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants</p>
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.
<u>LAFS.6.SL.1.2:</u>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<u>LAFS.6.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<u>LAFS.6.SL.2.4:</u>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.WHST.3.7:</u>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<u>ELD.K12.ELL.1.1:</u>	English language learners communicate for social and instructional purposes within the school setting.

M/J Guitar 2 (#1301070)

Version for Academic Year: 2015 - 2016

Course Number: 1301070

Abbreviated Title: M/J GUITAR 2

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

VERSION DESCRIPTION

Students with previous experience expand on basic guitar skills and knowledge, adding simple and full-strum chords, barre and power chords, and strumming patterns; adding more complex lead sheets and 1st-position chromatics; and building ensemble skills. Guitarists transfer between tablature and standard notation, study the work of significant musicians, and explore electric guitars, basses, and amplifiers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

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

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

Name	Description
DA.68.S.2.1:	Sustain focused attention, respect, and discipline during classes and performances.
MU.68.C.1.1:	Develop strategies for listening to unfamiliar musical works. Remarks/Examples: e.g., listening maps, active listening, checklists
MU.68.C.1.2:	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent. Remarks/Examples: e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title
MU.68.C.2.1:	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Remarks/Examples: e.g., intonation, balance, blend, phrasing, rhythm
MU.68.C.2.2:	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal. Remarks/Examples: e.g., blend, balance, ensemble playing, sonority, technique, tone quality
MU.68.C.3.1:	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.

MU.68.S.1.3:	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
	Sing or play melodies by ear with support from the teacher and/or peers.
MU.68.S.1.4:	Remarks/Examples: e.g., melodies using traditional classroom instruments and/or voice
	Perform melodies with chord progressions.
MU.68.S.1.5:	Remarks/Examples: e.g., keyboard/piano, keyboard/piano and voice, guitar, voice and guitar
	Perform music from memory to demonstrate knowledge of the musical structure.
MU.68.S.2.1:	Remarks/Examples: e.g., basic themes, patterns, tonality, melody, harmony
MU.68.S.2.2:	Transfer performance techniques from familiar to unfamiliar pieces.
	Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.1:	Remarks/Examples: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response
	Demonstrate proper vocal or instrumental technique.
MU.68.S.3.2:	Remarks/Examples: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
MU.68.S.3.4:	Remarks/Examples: e.g., error detection, interval reinforcement
	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
MU.68.S.3.6:	Remarks/Examples: e.g., independently, collaboratively
MU.68.O.1.1:	Compare performances of a musical work to identify artistic

	<p>choices made by performers.</p> <p>Remarks/Examples: e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</p>
MU.68.O.3.1:	<p>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</p> <p>Remarks/Examples: e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</p>
MU.68.O.3.2:	<p>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.</p>
MU.68.H.1.2:	<p>Identify the works of representative composers within a specific style or time period.</p>
MU.68.H.1.4:	<p>Classify authentic stylistic features in music originating from various cultures.</p> <p>Remarks/Examples: e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns</p>
MU.68.H.2.1:	<p>Describe the influence of historical events and periods on music composition and performance.</p>
MU.68.H.2.3:	<p>Classify the literature being studied by genre, style, and/or time period.</p>
MU.68.H.3.1:	<p>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.</p> <p>Remarks/Examples: e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</p>
MU.68.H.3.2:	<p>Discuss how the absence of music would affect other content areas and contexts.</p> <p>Remarks/Examples:</p>

	e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays
MU.68.F.2.2:	Describe how concert attendance can financially impact a community. Remarks/Examples: e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants
MU.68.F.3.1:	Describe how studying music can enhance citizenship, leadership, and global thinking. Remarks/Examples: e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect
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.
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3:	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Guitar 3 (#1301080)

Version for Academic Year: 2015 - 2016

Course Number: 1301080

Abbreviated Title: M/J GUITAR 3

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

VERSION DESCRIPTION

Students with previous experience strengthen their guitar skills and knowledge, reviewing barre and power chords; adding strumming and finger-picking patterns; playing in 5th position; working with major scales; and building ensemble skills. Guitarists expand their tablature and standard-notation reading skills, add to their knowledge of significant musicians, and explore electric guitars, basses, and amplifiers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

Name	Description
DA.68.S.2.1:	Sustain focused attention, respect, and discipline during classes and performances.
MU.68.C.1.1:	Develop strategies for listening to unfamiliar musical works. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Remarks/Examples: e.g., listening maps, active listening, checklists </div>
MU.68.C.1.2:	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Remarks/Examples: e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title </div>
MU.68.C.2.1:	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Remarks/Examples: e.g., intonation, balance, blend, phrasing, rhythm </div>
MU.68.C.2.2:	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Remarks/Examples: e.g., blend, balance, ensemble playing, sonority, technique, tone quality </div>
MU.68.C.3.1:	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.
MU.68.S.1.3:	Arrange a short musical piece by manipulating melody, form,

	rhythm, and/or voicing.
MU.68.S.1.4:	<p>Sing or play melodies by ear with support from the teacher and/or peers.</p> <p>Remarks/Examples: e.g., melodies using traditional classroom instruments and/or voice</p>
MU.68.S.1.5:	<p>Perform melodies with chord progressions.</p> <p>Remarks/Examples: e.g., keyboard/piano, keyboard/piano and voice, guitar, voice and guitar</p>
MU.68.S.1.6:	<p>Compose a melody, with or without lyrics, over a standard harmonic progression.</p>
MU.68.S.2.1:	<p>Perform music from memory to demonstrate knowledge of the musical structure.</p> <p>Remarks/Examples: e.g., basic themes, patterns, tonality, melody, harmony</p>
MU.68.S.2.2:	<p>Transfer performance techniques from familiar to unfamiliar pieces.</p>
MU.68.S.3.1:	<p>Sing and/or play age-appropriate repertoire expressively.</p> <p>Remarks/Examples: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
MU.68.S.3.2:	<p>Demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
MU.68.S.3.3:	<p>Sight-read standard exercises and simple repertoire.</p> <p>Remarks/Examples: e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</p>
MU.68.S.3.4:	<p>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</p> <p>Remarks/Examples:</p>

	e.g., error detection, interval reinforcement
MU.68.S.3.5:	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
MU.68.S.3.6:	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques. Remarks/Examples: e.g., independently, collaboratively
MU.68.O.1.1:	Compare performances of a musical work to identify artistic choices made by performers. Remarks/Examples: e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble
MU.68.O.2.2:	Demonstrate knowledge of major and minor tonalities through performance and composition. Remarks/Examples: e.g., scales; key signatures; relative major/minor; parallel major/minor
MU.68.O.3.1:	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. Remarks/Examples: e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration
MU.68.O.3.2:	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
MU.68.H.1.2:	Identify the works of representative composers within a specific style or time period.
MU.68.H.1.3:	Describe how American music has been influenced by other cultures.
MU.68.H.1.4:	Classify authentic stylistic features in music originating from various cultures. Remarks/Examples: e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies,

	<p>improvisation, instrumentation, aural/oral traditions, drumming patterns</p>
MU.68.H.2.1:	Describe the influence of historical events and periods on music composition and performance.
MU.68.H.2.2:	<p>Analyze how technology has changed the way music is created, performed, acquired, and experienced.</p> <p>Remarks/Examples: e.g., from harpsichord to piano; from phonograph to CD</p>
MU.68.H.2.3:	Classify the literature being studied by genre, style, and/or time period.
MU.68.H.3.1:	<p>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.</p> <p>Remarks/Examples: e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</p>
MU.68.H.3.2:	<p>Discuss how the absence of music would affect other content areas and contexts.</p> <p>Remarks/Examples: e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays</p>
MU.68.F.2.1:	<p>Describe several routes a composition or performance could travel from creator to consumer.</p> <p>Remarks/Examples: e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales</p>
MU.68.F.2.2:	<p>Describe how concert attendance can financially impact a community.</p> <p>Remarks/Examples: e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants</p>
MU.68.F.3.1:	Describe how studying music can enhance citizenship, leadership, and global thinking.

	<p>Remarks/Examples: e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect</p>
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.
LAFS.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LAFS.8.SL.1.3:	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Exploring Music 1 (#1301090)

Version for Academic Year: 2015 - 2016

Course Number: 1301090

Abbreviated Title: M/J EXPL MUSIC 1

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

VERSION DESCRIPTION

Students explore the essential elements of 20th- and 21st-century music in America (e.g., jazz, rock, soul, blues) and global cultures (e.g., Latin, Bollywood, European, Asian, world drumming). Students reflect on the significance of social influences and historical events on the development of music. Participants focus on the creation, use, and performance of music; and the modes of listening, distributing, and gaining access to music. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

Name	Description
DA.68.S.2.1:	Sustain focused attention, respect, and discipline during classes and performances.
MU.68.C.1.1:	Develop strategies for listening to unfamiliar musical works. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Remarks/Examples: e.g., listening maps, active listening, checklists </div>
MU.68.C.1.2:	Compare, using correct music vocabulary, the aesthetic impact of a performance to one’s own hypothesis of the composer’s intent. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Remarks/Examples: e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title </div>
MU.68.C.2.1:	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Remarks/Examples: e.g., intonation, balance, blend, phrasing, rhythm </div>
MU.68.C.2.2:	Critique, using correct music vocabulary, changes in one’s own or others’ musical performance resulting from practice or rehearsal. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Remarks/Examples: e.g., blend, balance, ensemble playing, sonority, technique, tone quality </div>
MU.68.C.3.1:	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.
MU.68.S.1.1:	Improvise rhythmic and melodic phrases to accompany familiar

	<p>songs and/or standard harmonic progressions.</p> <p>Remarks/Examples: e.g., blues, rock</p>
MU.68.S.1.3:	<p>Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.</p>
MU.68.S.3.1:	<p>Sing and/or play age-appropriate repertoire expressively.</p> <p>Remarks/Examples: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
MU.68.S.3.2:	<p>Demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
MU.68.O.1.1:	<p>Compare performances of a musical work to identify artistic choices made by performers.</p> <p>Remarks/Examples: e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</p>
MU.68.O.3.1:	<p>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</p> <p>Remarks/Examples: e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</p>
MU.68.H.1.1:	<p>Describe the functions of music from various cultures and time periods.</p>
MU.68.H.1.2:	<p>Identify the works of representative composers within a specific style or time period.</p>
MU.68.H.1.3:	<p>Describe how American music has been influenced by other cultures.</p>
MU.68.H.1.4:	<p>Classify authentic stylistic features in music originating from various cultures.</p> <p>Remarks/Examples: e.g., rhythm, layered texture, key patterns, tonality, melodic</p>

	line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns
MU.68.H.2.2:	Analyze how technology has changed the way music is created, performed, acquired, and experienced. Remarks/Examples: e.g., from harpsichord to piano; from phonograph to CD
MU.68.H.3.2:	Discuss how the absence of music would affect other content areas and contexts. Remarks/Examples: e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays
MU.68.F.2.2:	Describe how concert attendance can financially impact a community. Remarks/Examples: e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants
MU.68.F.3.1:	Describe how studying music can enhance citizenship, leadership, and global thinking. Remarks/Examples: e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect
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.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.WHST.3.7:</u>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<u>ELD.K12.ELL.1.1:</u>	English language learners communicate for social and instructional purposes within the school setting.

M/J Exploring Music 2 (#1301100)

Version for Academic Year: 2015 - 2016

Course Number: 1301100

Abbreviated Title: M/J EXPL MUSIC 2

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

VERSION DESCRIPTION

Students survey the growth of American music from its early years to 21st-century consumers, focusing on the settling of the nation and the effects of emigration. Learners explore the historical connections, cultural influences, and innovations of music development from the perspective of Native American music and that which was brought to American shores from other nations. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

Name	Description
DA.68.S.2.1:	Sustain focused attention, respect, and discipline during classes and performances.
MU.68.C.1.2:	Compare, using correct music vocabulary, the aesthetic impact of a performance to one’s own hypothesis of the composer’s intent. Remarks/Examples: e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title
MU.68.C.1.3:	Identify, aurally, instrumental styles and a variety of instrumental ensembles. Remarks/Examples: e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles
MU.68.C.1.4:	Identify, aurally, a variety of vocal styles and ensembles. Remarks/Examples: e.g., chant, spiritual, folk, opera, world, jazz, pop, solo, duet, trio, quartet, small ensembles, choirs
MU.68.C.2.2:	Critique, using correct music vocabulary, changes in one’s own or others’ musical performance resulting from practice or rehearsal. Remarks/Examples: e.g., blend, balance, ensemble playing, sonority, technique, tone quality
MU.68.C.3.1:	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.

MU.68.S.1.2:	<p>Compose a short musical piece.</p> <p>Remarks/Examples: e.g., using traditional, non-traditional, digital, or classroom instruments and/or voice</p>
MU.68.S.1.3:	<p>Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.</p>
MU.68.S.2.1:	<p>Perform music from memory to demonstrate knowledge of the musical structure.</p> <p>Remarks/Examples: e.g., basic themes, patterns, tonality, melody, harmony</p>
MU.68.S.3.1:	<p>Sing and/or play age-appropriate repertoire expressively.</p> <p>Remarks/Examples: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
MU.68.S.3.2:	<p>Demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
MU.68.S.3.4:	<p>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</p> <p>Remarks/Examples: e.g., error detection, interval reinforcement</p>
MU.68.O.1.1:	<p>Compare performances of a musical work to identify artistic choices made by performers.</p> <p>Remarks/Examples: e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</p>
MU.68.O.3.1:	<p>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</p> <p>Remarks/Examples: e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</p>

MU.68.H.1.1:	Describe the functions of music from various cultures and time periods.
MU.68.H.1.2:	Identify the works of representative composers within a specific style or time period.
MU.68.H.1.3:	Describe how American music has been influenced by other cultures.
	Classify authentic stylistic features in music originating from various cultures.
MU.68.H.1.4:	<p>Remarks/Examples: e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns</p>
MU.68.H.2.1:	Describe the influence of historical events and periods on music composition and performance.
MU.68.H.2.3:	Classify the literature being studied by genre, style, and/or time period.
	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
MU.68.H.3.1:	<p>Remarks/Examples: e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</p>
	Describe several routes a composition or performance could travel from creator to consumer.
MU.68.F.2.1:	<p>Remarks/Examples: e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales</p>
	Describe how studying music can enhance citizenship, leadership, and global thinking.
MU.68.F.3.1:	<p>Remarks/Examples: e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect</p>
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.

<u>LAFS.7.SL.1.2:</u>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
<u>LAFS.7.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<u>LAFS.7.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.WHST.3.7:</u>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<u>ELD.K12.ELL.1.1:</u>	English language learners communicate for social and instructional purposes within the school setting.

M/J Exploring Music 3 (#1301110)

Version for Academic Year: 2015 - 2016

Course Number: 1301110

Abbreviated Title: M/J EXPL MUSIC 3

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

VERSION DESCRIPTION

Students engage in a study of global music traditions through history examining genres, significant composers, and compositions over time. As they review the expressive elements of music and compositional tools, students create music, develop structural mapping skills, self-assess, and connect music to its origins. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

Name	Description
DA.68.S.2.1:	Sustain focused attention, respect, and discipline during classes and performances.
MU.68.C.1.2:	Compare, using correct music vocabulary, the aesthetic impact of a performance to one’s own hypothesis of the composer’s intent. Remarks/Examples: e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title
MU.68.C.2.2:	Critique, using correct music vocabulary, changes in one’s own or others’ musical performance resulting from practice or rehearsal. Remarks/Examples: e.g., blend, balance, ensemble playing, sonority, technique, tone quality
MU.68.C.2.3:	Critique personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peers.
MU.68.C.3.1:	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.
MU.68.S.1.2:	Compose a short musical piece. Remarks/Examples: e.g., using traditional, non-traditional, digital, or classroom instruments and/or voice
MU.68.S.1.3:	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4:	Sing or play melodies by ear with support from the teacher and/or peers. Remarks/Examples:

	e.g., melodies using traditional classroom instruments and/or voice
MU.68.S.2.1:	<p>Perform music from memory to demonstrate knowledge of the musical structure.</p> <p>Remarks/Examples: e.g., basic themes, patterns, tonality, melody, harmony</p>
MU.68.S.3.1:	<p>Sing and/or play age-appropriate repertoire expressively.</p> <p>Remarks/Examples: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
MU.68.S.3.2:	<p>Demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
MU.68.S.3.4:	<p>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</p> <p>Remarks/Examples: e.g., error detection, interval reinforcement</p>
MU.68.O.1.1:	<p>Compare performances of a musical work to identify artistic choices made by performers.</p> <p>Remarks/Examples: e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</p>
MU.68.O.2.1:	<p>Create a composition, manipulating musical elements and exploring the effects of those manipulations.</p> <p>Remarks/Examples: e.g., using electronic or paper-and-pencil means to experiment with timbre, melody, rhythm, harmony, form, tonality</p>
MU.68.O.3.1:	<p>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</p> <p>Remarks/Examples: e.g., tempo markings, expression markings, articulation</p>

	<p>markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</p>
MU.68.H.1.1:	Describe the functions of music from various cultures and time periods.
MU.68.H.1.2:	Identify the works of representative composers within a specific style or time period.
	Classify authentic stylistic features in music originating from various cultures.
MU.68.H.1.4:	<p>Remarks/Examples: e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns</p>
MU.68.H.1.5:	Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.
MU.68.H.2.1:	Describe the influence of historical events and periods on music composition and performance.
MU.68.H.2.3:	Classify the literature being studied by genre, style, and/or time period.
	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
MU.68.H.3.1:	<p>Remarks/Examples: e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</p>
MU.68.F.1.1:	Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
	Create an original composition that reflects various performances that use "traditional" and contemporary technologies.
MU.68.F.1.2:	<p>Remarks/Examples: e.g., MIDI, Internet video resources, personal digital assistants, MP3 players, cell phones, digital recording, music software</p>
MU.68.F.2.1:	Describe several routes a composition or performance could travel from creator to consumer.
	<p>Remarks/Examples:</p>

	e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales
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.
MU.68.F.3.3:	Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place. Remarks/Examples: e.g., idea, development, editing, selling, revising, testing, presenting
LAFS.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LAFS.8.SL.1.3:	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Band 1 (#1302000)

Version for Academic Year: 2015 - 2016

Course Number: 1302000

Abbreviated Title: M/J BAND 1

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

VERSION DESCRIPTION

Students with little or no instrumental experience develop foundational instrumental technique, foundational music literacy, and aesthetic musical awareness through rehearsal, performance, and study of high-quality band literature. Instrumentalists work on the fundamentals of music notation, sound production, instrument care and maintenance, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

Name	Description
DA.68.S.2.1:	Sustain focused attention, respect, and discipline during classes and performances.
MU.68.C.1.1:	Develop strategies for listening to unfamiliar musical works. Remarks/Examples: e.g., listening maps, active listening, checklists
MU.68.C.2.1:	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Remarks/Examples: e.g., intonation, balance, blend, phrasing, rhythm
MU.68.C.2.2:	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal. Remarks/Examples: e.g., blend, balance, ensemble playing, sonority, technique, tone quality
MU.68.S.1.1:	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions. Remarks/Examples: e.g., blues, rock
MU.68.S.1.3:	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4:	Sing or play melodies by ear with support from the teacher and/or peers.

	<p>Remarks/Examples: e.g., melodies using traditional classroom instruments and/or voice</p>
MU.68.S.2.2:	Transfer performance techniques from familiar to unfamiliar pieces.
MU.68.S.3.1:	<p>Sing and/or play age-appropriate repertoire expressively.</p> <p>Remarks/Examples: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
MU.68.S.3.2:	<p>Demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
MU.68.S.3.3:	<p>Sight-read standard exercises and simple repertoire.</p> <p>Remarks/Examples: e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</p>
MU.68.S.3.4:	<p>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</p> <p>Remarks/Examples: e.g., error detection, interval reinforcement</p>
MU.68.S.3.6:	<p>Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.</p> <p>Remarks/Examples: e.g., independently, collaboratively</p>
MU.68.O.3.1:	<p>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</p> <p>Remarks/Examples: e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</p>
MU.68.O.3.2:	Perform the expressive elements of a musical work indicated by the

	musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
MU.68.H.1.2:	Identify the works of representative composers within a specific style or time period.
MU.68.H.2.3:	Classify the literature being studied by genre, style, and/or time period.
	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
MU.68.H.3.1:	<p>Remarks/Examples: e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</p>
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.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Band 2 (#1302010)

Version for Academic Year: 2015 - 2016

Course Number: 1302010

Abbreviated Title: M/J BAND 2

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

VERSION DESCRIPTION

Students with previous band experience build on instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of high-quality band literature. Instrumentalists expand their knowledge of music notation, music theory, sound production, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

Name	Description
DA.68.S.2.1:	Sustain focused attention, respect, and discipline during classes and performances.
MU.68.C.1.1:	Develop strategies for listening to unfamiliar musical works. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Remarks/Examples: e.g., listening maps, active listening, checklists </div>
MU.68.C.1.3:	Identify, aurally, instrumental styles and a variety of instrumental ensembles. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Remarks/Examples: e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles </div>
MU.68.C.2.1:	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Remarks/Examples: e.g., intonation, balance, blend, phrasing, rhythm </div>
MU.68.C.2.2:	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Remarks/Examples: e.g., blend, balance, ensemble playing, sonority, technique, tone quality </div>
MU.68.C.2.3:	Critique personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peers.
MU.68.S.1.1:	Improvise rhythmic and melodic phrases to accompany familiar

	<p>songs and/or standard harmonic progressions.</p> <p>Remarks/Examples: e.g., blues, rock</p>
MU.68.S.1.3:	<p>Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.</p>
MU.68.S.1.4:	<p>Sing or play melodies by ear with support from the teacher and/or peers.</p> <p>Remarks/Examples: e.g., melodies using traditional classroom instruments and/or voice</p>
MU.68.S.1.5:	<p>Perform melodies with chord progressions.</p> <p>Remarks/Examples: e.g., keyboard/piano, keyboard/piano and voice, guitar, voice and guitar</p>
MU.68.S.2.1:	<p>Perform music from memory to demonstrate knowledge of the musical structure.</p> <p>Remarks/Examples: e.g., basic themes, patterns, tonality, melody, harmony</p>
MU.68.S.2.2:	<p>Transfer performance techniques from familiar to unfamiliar pieces.</p>
MU.68.S.3.1:	<p>Sing and/or play age-appropriate repertoire expressively.</p> <p>Remarks/Examples: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
MU.68.S.3.2:	<p>Demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
MU.68.S.3.3:	<p>Sight-read standard exercises and simple repertoire.</p> <p>Remarks/Examples: e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</p>
MU.68.S.3.4:	<p>Compare written notation to aural examples and analyze for</p>

	accuracy of rhythm and pitch.
	<div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., error detection, interval reinforcement</p> </div>
MU.68.S.3.5:	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
MU.68.S.3.6:	<div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., independently, collaboratively</p> </div>
	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
MU.68.O.3.1:	<div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</p> </div>
MU.68.O.3.2:	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
MU.68.H.1.2:	Identify the works of representative composers within a specific style or time period.
MU.68.H.1.3:	Describe how American music has been influenced by other cultures.
MU.68.H.2.3:	Classify the literature being studied by genre, style, and/or time period.
	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
MU.68.H.3.1:	<div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</p> </div>
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.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

<u>LAFS.6.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<u>LAFS.6.SL.2.4:</u>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>ELD.K12.ELL.1.1:</u>	English language learners communicate for social and instructional purposes within the school setting.

M/J Band 3 (#1302020)

Version for Academic Year: 2015 - 2016

Course Number: 1302020

Abbreviated Title: M/J BAND 3

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

VERSION DESCRIPTION

Students with previous band experience expand on their instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of intermediate-level, high-quality band literature. Instrumentalists extend their knowledge of music notation and theory, sound production, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

Name	Description
DA.68.S.2.1:	Sustain focused attention, respect, and discipline during classes and performances.
MU.68.C.1.1:	Develop strategies for listening to unfamiliar musical works. Remarks/Examples: e.g., listening maps, active listening, checklists
MU.68.C.1.2:	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent. Remarks/Examples: e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title
MU.68.C.1.3:	Identify, aurally, instrumental styles and a variety of instrumental ensembles. Remarks/Examples: e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles
MU.68.C.2.1:	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Remarks/Examples: e.g., intonation, balance, blend, phrasing, rhythm
MU.68.C.2.2:	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.

	<p>Remarks/Examples: e.g., blend, balance, ensemble playing, sonority, technique, tone quality</p>
MU.68.C.2.3:	Critique personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peers.
MU.68.C.3.1:	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.
MU.68.S.1.1:	<p>Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.</p> <p>Remarks/Examples: e.g., blues, rock</p>
MU.68.S.1.3:	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4:	<p>Sing or play melodies by ear with support from the teacher and/or peers.</p> <p>Remarks/Examples: e.g., melodies using traditional classroom instruments and/or voice</p>
MU.68.S.2.1:	<p>Perform music from memory to demonstrate knowledge of the musical structure.</p> <p>Remarks/Examples: e.g., basic themes, patterns, tonality, melody, harmony</p>
MU.68.S.2.2:	Transfer performance techniques from familiar to unfamiliar pieces.
MU.68.S.3.1:	<p>Sing and/or play age-appropriate repertoire expressively.</p> <p>Remarks/Examples: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
MU.68.S.3.2:	<p>Demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
MU.68.S.3.3:	Sight-read standard exercises and simple repertoire.

	<p>Remarks/Examples: e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</p>
MU.68.S.3.4:	<p>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</p> <p>Remarks/Examples: e.g., error detection, interval reinforcement</p>
MU.68.S.3.5:	<p>Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.</p>
MU.68.S.3.6:	<p>Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.</p> <p>Remarks/Examples: e.g., independently, collaboratively</p>
MU.68.O.1.1:	<p>Compare performances of a musical work to identify artistic choices made by performers.</p> <p>Remarks/Examples: e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</p>
MU.68.O.2.2:	<p>Demonstrate knowledge of major and minor tonalities through performance and composition.</p> <p>Remarks/Examples: e.g., scales; key signatures; relative major/minor; parallel major/minor</p>
MU.68.O.3.1:	<p>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</p> <p>Remarks/Examples: e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</p>
MU.68.O.3.2:	<p>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.</p>
MU.68.H.1.1:	<p>Describe the functions of music from various cultures and time</p>

	periods.
MU.68.H.1.2:	Identify the works of representative composers within a specific style or time period.
	Classify authentic stylistic features in music originating from various cultures.
MU.68.H.1.4:	<p>Remarks/Examples: e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns</p>
	Analyze how technology has changed the way music is created, performed, acquired, and experienced.
MU.68.H.2.2:	<p>Remarks/Examples: e.g., from harpsichord to piano; from phonograph to CD</p>
MU.68.H.2.3:	Classify the literature being studied by genre, style, and/or time period.
	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
MU.68.H.3.1:	<p>Remarks/Examples: e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</p>
	Discuss how the absence of music would affect other content areas and contexts.
MU.68.H.3.2:	<p>Remarks/Examples: e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays</p>
	Describe how concert attendance can financially impact a community.
MU.68.F.2.2:	<p>Remarks/Examples: e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants</p>
MU.68.F.3.1:	Describe how studying music can enhance citizenship, leadership, and global thinking.

	<p>Remarks/Examples: e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect</p>
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.
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3:	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Band 4 (#1302030)

Version for Academic Year: 2015 - 2016

Course Number: 1302030

Abbreviated Title: M/J BAND 4

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

VERSION DESCRIPTION

Students with considerable band experience strengthen their instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of advanced, high-quality band literature. Instrumentalists refine their knowledge of music notation and theory, sound production, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

8th grade **In addition to the listed benchmarks and standards, the following mathematical practices are required content:**

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

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

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

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

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

Name	Description
DA.68.S.2.1:	Sustain focused attention, respect, and discipline during classes and performances.
MU.68.C.1.1:	Develop strategies for listening to unfamiliar musical works. Remarks/Examples: e.g., listening maps, active listening, checklists
MU.68.C.1.2:	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent. Remarks/Examples: e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title
MU.68.C.1.3:	Identify, aurally, instrumental styles and a variety of instrumental ensembles. Remarks/Examples: e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles
MU.68.C.2.1:	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Remarks/Examples: e.g., intonation, balance, blend, phrasing, rhythm
MU.68.C.2.2:	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.

	<p>Remarks/Examples: e.g., blend, balance, ensemble playing, sonority, technique, tone quality</p>
MU.68.C.2.3:	Critique personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peers.
MU.68.C.3.1:	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.
MU.68.S.1.1:	<p>Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.</p> <p>Remarks/Examples: e.g., blues, rock</p>
MU.68.S.1.2:	<p>Compose a short musical piece.</p> <p>Remarks/Examples: e.g., using traditional, non-traditional, digital, or classroom instruments and/or voice</p>
MU.68.S.1.4:	<p>Sing or play melodies by ear with support from the teacher and/or peers.</p> <p>Remarks/Examples: e.g., melodies using traditional classroom instruments and/or voice</p>
MU.68.S.2.1:	<p>Perform music from memory to demonstrate knowledge of the musical structure.</p> <p>Remarks/Examples: e.g., basic themes, patterns, tonality, melody, harmony</p>
MU.68.S.2.2:	Transfer performance techniques from familiar to unfamiliar pieces.
MU.68.S.3.1:	<p>Sing and/or play age-appropriate repertoire expressively.</p> <p>Remarks/Examples: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
MU.68.S.3.2:	<p>Demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples: e.g., posture, breathing, fingering, embouchure, bow</p>

	technique, tuning, strumming
MU.68.S.3.3:	<p>Sight-read standard exercises and simple repertoire.</p> <p>Remarks/Examples: e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</p>
MU.68.S.3.4:	<p>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</p> <p>Remarks/Examples: e.g., error detection, interval reinforcement</p>
MU.68.S.3.5:	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
MU.68.S.3.6:	<p>Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.</p> <p>Remarks/Examples: e.g., independently, collaboratively</p>
MU.68.O.1.1:	<p>Compare performances of a musical work to identify artistic choices made by performers.</p> <p>Remarks/Examples: e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</p>
MU.68.O.2.1:	<p>Create a composition, manipulating musical elements and exploring the effects of those manipulations.</p> <p>Remarks/Examples: e.g., using electronic or paper-and-pencil means to experiment with timbre, melody, rhythm, harmony, form, tonality</p>
MU.68.O.2.2:	<p>Demonstrate knowledge of major and minor tonalities through performance and composition.</p> <p>Remarks/Examples: e.g., scales; key signatures; relative major/minor; parallel major/minor</p>
MU.68.O.3.1:	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.

	<p>Remarks/Examples: e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</p>
MU.68.O.3.2:	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
MU.68.H.1.2:	Identify the works of representative composers within a specific style or time period.
MU.68.H.1.3:	Describe how American music has been influenced by other cultures.
MU.68.H.1.4:	Classify authentic stylistic features in music originating from various cultures. <p>Remarks/Examples: e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns</p>
MU.68.H.1.5:	Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.
MU.68.H.2.1:	Describe the influence of historical events and periods on music composition and performance.
MU.68.H.2.2:	Analyze how technology has changed the way music is created, performed, acquired, and experienced. <p>Remarks/Examples: e.g., from harpsichord to piano; from phonograph to CD</p>
MU.68.H.2.3:	Classify the literature being studied by genre, style, and/or time period.
MU.68.H.3.2:	Discuss how the absence of music would affect other content areas and contexts. <p>Remarks/Examples: e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays</p>
MU.68.F.1.1:	Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
MU.68.F.2.1:	Describe several routes a composition or performance could travel

	from creator to consumer.
	<p>Remarks/Examples: e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales</p>
MU.68.F.2.2:	Describe how concert attendance can financially impact a community.
	<p>Remarks/Examples: e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants</p>
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.
MU.68.F.3.3:	Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place.
	<p>Remarks/Examples: e.g., idea, development, editing, selling, revising, testing, presenting</p>
LAFS.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LAFS.8.SL.1.3:	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Orchestra 1 (#1302040)

Version for Academic Year: 2015 - 2016

Course Number: 1302040

Abbreviated Title: M/J ORCH 1

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

VERSION DESCRIPTION

Students who have little or no experience on violin, viola, cello, bass, or harp explore high-quality music literature written or transcribed for string orchestra. Study includes the development of foundational instrumental ensemble techniques, performance skills, music literacy, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

Name	Description
DA.68.S.2.1:	Sustain focused attention, respect, and discipline during classes and performances.
MU.68.C.1.1:	Develop strategies for listening to unfamiliar musical works. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Remarks/Examples: e.g., listening maps, active listening, checklists </div>
MU.68.C.2.1:	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Remarks/Examples: e.g., intonation, balance, blend, phrasing, rhythm </div>
MU.68.S.1.3:	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4:	Sing or play melodies by ear with support from the teacher and/or peers. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Remarks/Examples: e.g., melodies using traditional classroom instruments and/or voice </div>
MU.68.S.2.1:	Perform music from memory to demonstrate knowledge of the musical structure. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Remarks/Examples: e.g., basic themes, patterns, tonality, melody, harmony </div>
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. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Remarks/Examples: </div>

	e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response
MU.68.S.3.2:	<p>Demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
MU.68.S.3.3:	<p>Sight-read standard exercises and simple repertoire.</p> <p>Remarks/Examples: e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</p>
MU.68.S.3.4:	<p>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</p> <p>Remarks/Examples: e.g., error detection, interval reinforcement</p>
MU.68.S.3.6:	<p>Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.</p> <p>Remarks/Examples: e.g., independently, collaboratively</p>
MU.68.O.1.1:	<p>Compare performances of a musical work to identify artistic choices made by performers.</p> <p>Remarks/Examples: e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</p>
MU.68.O.3.1:	<p>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</p> <p>Remarks/Examples: e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</p>
MU.68.O.3.2:	<p>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.</p>

MU.68.H.2.3:	Classify the literature being studied by genre, style, and/or time period.
MU.68.H.3.1:	<p>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</p> </div>
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.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Orchestra 2 (#1302050)

Version for Academic Year: 2015 - 2016

Course Number: 1302050

Abbreviated Title: M/J ORCH 2

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

VERSION DESCRIPTION

Students who have some previous orchestral experience focus on the development of instrumental technique, musical literacy, performance skills, and increasing aesthetic awareness through study, rehearsal, and performance of a variety of high-quality orchestra literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

Name	Description
DA.68.S.2.1:	Sustain focused attention, respect, and discipline during classes and performances.
MU.68.C.1.1:	Develop strategies for listening to unfamiliar musical works. <div data-bbox="529 768 1367 894" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., listening maps, active listening, checklists</p> </div>
MU.68.C.1.2:	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent. <div data-bbox="529 978 1367 1180" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title</p> </div>
MU.68.C.2.1:	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. <div data-bbox="529 1297 1367 1423" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., intonation, balance, blend, phrasing, rhythm</p> </div>
MU.68.S.1.1:	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions. <div data-bbox="529 1507 1367 1633" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., blues, rock</p> </div>
MU.68.S.1.3:	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4:	Sing or play melodies by ear with support from the teacher and/or peers. <div data-bbox="529 1797 1367 1877" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples:</p> </div>

	e.g., melodies using traditional classroom instruments and/or voice
MU.68.S.2.1:	<p>Perform music from memory to demonstrate knowledge of the musical structure.</p> <p>Remarks/Examples: e.g., basic themes, patterns, tonality, melody, harmony</p>
MU.68.S.2.2:	Transfer performance techniques from familiar to unfamiliar pieces.
MU.68.S.3.1:	<p>Sing and/or play age-appropriate repertoire expressively.</p> <p>Remarks/Examples: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
MU.68.S.3.2:	<p>Demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
MU.68.S.3.3:	<p>Sight-read standard exercises and simple repertoire.</p> <p>Remarks/Examples: e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</p>
MU.68.S.3.4:	<p>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</p> <p>Remarks/Examples: e.g., error detection, interval reinforcement</p>
MU.68.S.3.6:	<p>Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.</p> <p>Remarks/Examples: e.g., independently, collaboratively</p>
MU.68.O.1.1:	<p>Compare performances of a musical work to identify artistic choices made by performers.</p> <p>Remarks/Examples: e.g., rhythm, melody, timbre, form, tonality, harmony,</p>

	expressive elements; choral, orchestral, band, ensemble
MU.68.O.3.1:	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. Remarks/Examples: e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration
MU.68.O.3.2:	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
MU.68.H.1.1:	Describe the functions of music from various cultures and time periods.
MU.68.H.2.3:	Classify the literature being studied by genre, style, and/or time period.
MU.68.H.3.1:	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration. Remarks/Examples: e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication
MU.68.F.2.1:	Describe several routes a composition or performance could travel from creator to consumer. Remarks/Examples: e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales
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.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or

	themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.WHST.3.9:</u>	Draw evidence from informational texts to support analysis reflection, and research.
<u>ELD.K12.ELL.1.1:</u>	English language learners communicate for social and instructional purposes within the school setting.

M/J Orchestra 3 (#1302060)

Version for Academic Year: 2015 - 2016

Course Number: 1302060

Abbreviated Title: M/J ORCH 3

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

VERSION DESCRIPTION

Students with previous orchestral experience demonstrate intermediate-level knowledge of instrumental techniques, musical literacy, ensemble performance skills, and related musical knowledge through study, rehearsal, and performance of a variety of high-quality orchestral literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

Name	Description
DA.68.S.2.1:	Sustain focused attention, respect, and discipline during classes and performances.
MU.68.C.1.1:	Develop strategies for listening to unfamiliar musical works. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Remarks/Examples: e.g., listening maps, active listening, checklists </div>
MU.68.C.1.2:	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Remarks/Examples: e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title </div>
MU.68.C.1.3:	Identify, aurally, instrumental styles and a variety of instrumental ensembles. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Remarks/Examples: e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles </div>
MU.68.C.2.1:	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Remarks/Examples: e.g., intonation, balance, blend, phrasing, rhythm </div>
MU.68.C.2.2:	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Remarks/Examples: e.g., blend, balance, ensemble playing, sonority, technique, </div>

	tone quality
MU.68.C.3.1:	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.
MU.68.S.1.1:	<p>Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.</p> <p>Remarks/Examples: e.g., blues, rock</p>
MU.68.S.1.3:	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4:	<p>Sing or play melodies by ear with support from the teacher and/or peers.</p> <p>Remarks/Examples: e.g., melodies using traditional classroom instruments and/or voice</p>
MU.68.S.2.1:	<p>Perform music from memory to demonstrate knowledge of the musical structure.</p> <p>Remarks/Examples: e.g., basic themes, patterns, tonality, melody, harmony</p>
MU.68.S.2.2:	Transfer performance techniques from familiar to unfamiliar pieces.
MU.68.S.3.1:	<p>Sing and/or play age-appropriate repertoire expressively.</p> <p>Remarks/Examples: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
MU.68.S.3.2:	<p>Demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
MU.68.S.3.3:	<p>Sight-read standard exercises and simple repertoire.</p> <p>Remarks/Examples: e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</p>
MU.68.S.3.4:	Compare written notation to aural examples and analyze for

	accuracy of rhythm and pitch.
	Remarks/Examples: e.g., error detection, interval reinforcement
MU.68.S.3.5:	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
MU.68.S.3.6:	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
	Remarks/Examples: e.g., independently, collaboratively
MU.68.O.1.1:	Compare performances of a musical work to identify artistic choices made by performers.
	Remarks/Examples: e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble
MU.68.O.2.2:	Demonstrate knowledge of major and minor tonalities through performance and composition.
	Remarks/Examples: e.g., scales; key signatures; relative major/minor; parallel major/minor
MU.68.O.3.1:	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
	Remarks/Examples: e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration
MU.68.O.3.2:	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
MU.68.H.1.1:	Describe the functions of music from various cultures and time periods.
MU.68.H.1.2:	Identify the works of representative composers within a specific style or time period.
MU.68.H.1.3:	Describe how American music has been influenced by other cultures.
MU.68.H.1.5:	Using representative musical works by selected composers, classify

	compositional characteristics common to a specific time period and/or genre.
MU.68.H.2.2:	Analyze how technology has changed the way music is created, performed, acquired, and experienced. Remarks/Examples: e.g., from harpsichord to piano; from phonograph to CD
MU.68.H.2.3:	Classify the literature being studied by genre, style, and/or time period.
MU.68.H.3.1:	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration. Remarks/Examples: e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication
MU.68.F.2.1:	Describe several routes a composition or performance could travel from creator to consumer. Remarks/Examples: e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales
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.
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3:	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional

purposes within the school setting.

M/J Orchestra 4 (#1302070)

Version for Academic Year: 2015 - 2016

Course Number: 1302070

Abbreviated Title: M/J ORCH 4

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

VERSION DESCRIPTION

Students with previous orchestral experience demonstrate advanced knowledge of instrumental techniques, musical literacy, ensemble skills, and related musical knowledge through study, rehearsal, and performance of a variety of high-quality orchestral literature. Additional opportunities for experiences in small ensembles, solo performance, and various leadership roles may be available. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

Name	Description
DA.68.S.2.1:	Sustain focused attention, respect, and discipline during classes and performances.
MU.68.C.1.1:	Develop strategies for listening to unfamiliar musical works. Remarks/Examples: e.g., listening maps, active listening, checklists
MU.68.C.1.2:	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent. Remarks/Examples: e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title
MU.68.C.1.3:	Identify, aurally, instrumental styles and a variety of instrumental ensembles. Remarks/Examples: e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles
MU.68.C.2.1:	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Remarks/Examples: e.g., intonation, balance, blend, phrasing, rhythm
MU.68.C.2.2:	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.

	<p>Remarks/Examples: e.g., blend, balance, ensemble playing, sonority, technique, tone quality</p>
MU.68.C.3.1:	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.
MU.68.S.1.1:	<p>Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.</p> <p>Remarks/Examples: e.g., blues, rock</p>
MU.68.S.1.3:	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4:	<p>Sing or play melodies by ear with support from the teacher and/or peers.</p> <p>Remarks/Examples: e.g., melodies using traditional classroom instruments and/or voice</p>
MU.68.S.2.1:	<p>Perform music from memory to demonstrate knowledge of the musical structure.</p> <p>Remarks/Examples: e.g., basic themes, patterns, tonality, melody, harmony</p>
MU.68.S.2.2:	Transfer performance techniques from familiar to unfamiliar pieces.
MU.68.S.3.1:	<p>Sing and/or play age-appropriate repertoire expressively.</p> <p>Remarks/Examples: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
MU.68.S.3.2:	<p>Demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
MU.68.S.3.3:	<p>Sight-read standard exercises and simple repertoire.</p> <p>Remarks/Examples: e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation</p>

	<p>symbols</p>
MU.68.S.3.4:	<p>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</p> <p>Remarks/Examples: e.g., error detection, interval reinforcement</p>
MU.68.S.3.5:	<p>Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.</p>
MU.68.S.3.6:	<p>Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.</p> <p>Remarks/Examples: e.g., independently, collaboratively</p>
MU.68.O.1.1:	<p>Compare performances of a musical work to identify artistic choices made by performers.</p> <p>Remarks/Examples: e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</p>
MU.68.O.2.1:	<p>Create a composition, manipulating musical elements and exploring the effects of those manipulations.</p> <p>Remarks/Examples: e.g., using electronic or paper-and-pencil means to experiment with timbre, melody, rhythm, harmony, form, tonality</p>
MU.68.O.2.2:	<p>Demonstrate knowledge of major and minor tonalities through performance and composition.</p> <p>Remarks/Examples: e.g., scales; key signatures; relative major/minor; parallel major/minor</p>
MU.68.O.3.1:	<p>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</p> <p>Remarks/Examples: e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</p>
MU.68.O.3.2:	<p>Perform the expressive elements of a musical work indicated by the</p>

	musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
MU.68.H.1.1:	Describe the functions of music from various cultures and time periods.
MU.68.H.1.2:	Identify the works of representative composers within a specific style or time period.
MU.68.H.1.3:	Describe how American music has been influenced by other cultures.
	Classify authentic stylistic features in music originating from various cultures.
MU.68.H.1.4:	<div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns</p> </div>
MU.68.H.1.5:	Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.
MU.68.H.2.1:	Describe the influence of historical events and periods on music composition and performance.
	Analyze how technology has changed the way music is created, performed, acquired, and experienced.
MU.68.H.2.2:	<div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., from harpsichord to piano; from phonograph to CD</p> </div>
MU.68.H.2.3:	Classify the literature being studied by genre, style, and/or time period.
	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
MU.68.H.3.1:	<div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</p> </div>
	Discuss how the absence of music would affect other content areas and contexts.
MU.68.H.3.2:	<div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious</p> </div>

	ceremonies, plays
MU.68.F.1.1:	Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
	Describe several routes a composition or performance could travel from creator to consumer.
MU.68.F.2.1:	Remarks/Examples: e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales
	Describe how concert attendance can financially impact a community.
MU.68.F.2.2:	Remarks/Examples: e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants
	Describe how studying music can enhance citizenship, leadership, and global thinking.
MU.68.F.3.1:	Remarks/Examples: e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect
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.
	Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place.
MU.68.F.3.3:	Remarks/Examples: e.g., idea, development, editing, selling, revising, testing, presenting
LAFS.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

[LAFS.68.RST.2.4:](#)

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

[LAFS.68.WHST.3.9:](#)

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

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

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

M/J Instrumental Techniques 1 (#1302080)

Version for Academic Year: 2015 - 2016

Course Number: 1302080

Abbreviated Title: M/J INSTRU TECNQS 1

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

VERSION DESCRIPTION

Students with little or no instrumental experience develop musicianship, technical proficiency, and performance skills. Beginning musicians focus on development of skills and techniques through scales, etudes, and solo literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

Name	Description
MU.68.C.1.1:	Develop strategies for listening to unfamiliar musical works. Remarks/Examples: e.g., listening maps, active listening, checklists
MU.68.C.1.2:	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent. Remarks/Examples: e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title
MU.68.C.2.1:	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Remarks/Examples: e.g., intonation, balance, blend, phrasing, rhythm
MU.68.C.2.2:	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal. Remarks/Examples: e.g., blend, balance, ensemble playing, sonority, technique, tone quality
MU.68.S.1.1:	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions. Remarks/Examples: e.g., blues, rock
MU.68.S.1.4:	Sing or play melodies by ear with support from the teacher and/or peers.

	<p>Remarks/Examples: e.g., melodies using traditional classroom instruments and/or voice</p>
MU.68.S.2.1:	<p>Perform music from memory to demonstrate knowledge of the musical structure.</p> <p>Remarks/Examples: e.g., basic themes, patterns, tonality, melody, harmony</p>
MU.68.S.2.2:	<p>Transfer performance techniques from familiar to unfamiliar pieces.</p>
MU.68.S.3.1:	<p>Sing and/or play age-appropriate repertoire expressively.</p> <p>Remarks/Examples: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
MU.68.S.3.2:	<p>Demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
MU.68.S.3.3:	<p>Sight-read standard exercises and simple repertoire.</p> <p>Remarks/Examples: e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</p>
MU.68.S.3.4:	<p>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</p> <p>Remarks/Examples: e.g., error detection, interval reinforcement</p>
MU.68.S.3.5:	<p>Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.</p>
MU.68.S.3.6:	<p>Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.</p> <p>Remarks/Examples: e.g., independently, collaboratively</p>
MU.68.O.1.1:	<p>Compare performances of a musical work to identify artistic choices made by performers.</p>

	<p>Remarks/Examples: e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</p>
MU.68.O.3.1:	<p>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</p> <p>Remarks/Examples: e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</p>
MU.68.H.2.3:	Classify the literature being studied by genre, style, and/or time period.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Instrumental Techniques 2 (#1302090)

Version for Academic Year: 2015 - 2016

Course Number: 1302090

Abbreviated Title: M/J INSTRU TECNQS 2

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

VERSION DESCRIPTION

Students build on previous instruction to strengthen their musicianship, technique, and performance skills through preparation of scales, etudes, and solo literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

Name	Description
MU.68.C.1.1:	Develop strategies for listening to unfamiliar musical works. Remarks/Examples: e.g., listening maps, active listening, checklists
MU.68.C.1.2:	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent. Remarks/Examples: e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title
MU.68.C.2.1:	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Remarks/Examples: e.g., intonation, balance, blend, phrasing, rhythm
MU.68.C.2.2:	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal. Remarks/Examples: e.g., blend, balance, ensemble playing, sonority, technique, tone quality
MU.68.S.1.1:	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions. Remarks/Examples: e.g., blues, rock
MU.68.S.1.4:	Sing or play melodies by ear with support from the teacher and/or peers.

	<p>Remarks/Examples: e.g., melodies using traditional classroom instruments and/or voice</p>
MU.68.S.2.1:	<p>Perform music from memory to demonstrate knowledge of the musical structure.</p> <p>Remarks/Examples: e.g., basic themes, patterns, tonality, melody, harmony</p>
MU.68.S.2.2:	<p>Transfer performance techniques from familiar to unfamiliar pieces.</p>
MU.68.S.3.1:	<p>Sing and/or play age-appropriate repertoire expressively.</p> <p>Remarks/Examples: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
MU.68.S.3.2:	<p>Demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
MU.68.S.3.3:	<p>Sight-read standard exercises and simple repertoire.</p> <p>Remarks/Examples: e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</p>
MU.68.S.3.4:	<p>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</p> <p>Remarks/Examples: e.g., error detection, interval reinforcement</p>
MU.68.S.3.5:	<p>Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.</p>
MU.68.S.3.6:	<p>Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.</p> <p>Remarks/Examples: e.g., independently, collaboratively</p>
MU.68.O.1.1:	<p>Compare performances of a musical work to identify artistic choices made by performers.</p>

	<p>Remarks/Examples: e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</p>
MU.68.O.2.2:	<p>Demonstrate knowledge of major and minor tonalities through performance and composition.</p> <p>Remarks/Examples: e.g., scales; key signatures; relative major/minor; parallel major/minor</p>
MU.68.O.3.1:	<p>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</p> <p>Remarks/Examples: e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</p>
MU.68.O.3.2:	<p>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.</p>
MU.68.H.2.2:	<p>Analyze how technology has changed the way music is created, performed, acquired, and experienced.</p> <p>Remarks/Examples: e.g., from harpsichord to piano; from phonograph to CD</p>
MU.68.H.2.3:	<p>Classify the literature being studied by genre, style, and/or time period.</p>
MU.68.F.3.1:	<p>Describe how studying music can enhance citizenship, leadership, and global thinking.</p> <p>Remarks/Examples: e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect</p>
LAFS.7.SL.1.2:	<p>Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>
LAFS.7.SL.1.3:	<p>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>
LAFS.7.SL.2.4:	<p>Present claims and findings, emphasizing salient points in a</p>

	focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Instrumental Techniques 3 (#1302100)

Version for Academic Year: 2015 - 2016

Course Number: 1302100

Abbreviated Title: M/J INSTRU TECNQS 3

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

VERSION DESCRIPTION

Student musicians build on previous instruction to develop high levels of musicianship, technical proficiency, and performance skills through preparation of technically challenging scales, etudes, and solo literature. Students use problem-solving, critical thinking, and reflection to demonstrate the skills of disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

Name	Description
MU.68.C.1.1:	<p>Develop strategies for listening to unfamiliar musical works.</p> <p>Remarks/Examples: e.g., listening maps, active listening, checklists</p>
MU.68.C.1.2:	<p>Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.</p> <p>Remarks/Examples: e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title</p>
MU.68.C.2.1:	<p>Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.</p> <p>Remarks/Examples: e.g., intonation, balance, blend, phrasing, rhythm</p>
MU.68.C.2.2:	<p>Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.</p> <p>Remarks/Examples: e.g., blend, balance, ensemble playing, sonority, technique, tone quality</p>
MU.68.S.1.1:	<p>Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.</p> <p>Remarks/Examples: e.g., blues, rock</p>

<p>MU.68.S.1.4:</p>	<p>Sing or play melodies by ear with support from the teacher and/or peers.</p> <p>Remarks/Examples: e.g., melodies using traditional classroom instruments and/or voice</p>
<p>MU.68.S.2.1:</p>	<p>Perform music from memory to demonstrate knowledge of the musical structure.</p> <p>Remarks/Examples: e.g., basic themes, patterns, tonality, melody, harmony</p>
<p>MU.68.S.2.2:</p>	<p>Transfer performance techniques from familiar to unfamiliar pieces.</p>
<p>MU.68.S.3.1:</p>	<p>Sing and/or play age-appropriate repertoire expressively.</p> <p>Remarks/Examples: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
<p>MU.68.S.3.2:</p>	<p>Demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
<p>MU.68.S.3.3:</p>	<p>Sight-read standard exercises and simple repertoire.</p> <p>Remarks/Examples: e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</p>
<p>MU.68.S.3.4:</p>	<p>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</p> <p>Remarks/Examples: e.g., error detection, interval reinforcement</p>
<p>MU.68.S.3.5:</p>	<p>Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.</p>
<p>MU.68.S.3.6:</p>	<p>Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.</p> <p>Remarks/Examples: e.g., independently, collaboratively</p>

<p>MU.68.O.1.1:</p>	<p>Compare performances of a musical work to identify artistic choices made by performers.</p> <div data-bbox="529 275 1367 436" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</p> </div>
<p>MU.68.O.2.2:</p>	<p>Demonstrate knowledge of major and minor tonalities through performance and composition.</p> <div data-bbox="529 520 1367 682" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., scales; key signatures; relative major/minor; parallel major/minor</p> </div>
<p>MU.68.O.3.1:</p>	<p>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</p> <div data-bbox="529 804 1367 1003" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</p> </div>
<p>MU.68.O.3.2:</p>	<p>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.</p>
<p>MU.68.H.1.1:</p>	<p>Describe the functions of music from various cultures and time periods.</p>
<p>MU.68.H.1.2:</p>	<p>Identify the works of representative composers within a specific style or time period.</p>
<p>MU.68.H.1.4:</p>	<p>Classify authentic stylistic features in music originating from various cultures.</p> <div data-bbox="529 1367 1367 1598" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns</p> </div>
<p>MU.68.H.2.2:</p>	<p>Analyze how technology has changed the way music is created, performed, acquired, and experienced.</p> <div data-bbox="529 1686 1367 1808" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., from harpsichord to piano; from phonograph to CD</p> </div>
<p>MU.68.H.2.3:</p>	<p>Classify the literature being studied by genre, style, and/or time period.</p>

<p>MU.68.F.3.1:</p>	<p>Describe how studying music can enhance citizenship, leadership, and global thinking.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Remarks/Examples: e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect</p> </div>
<p>LAFS.8.SL.1.2:</p>	<p>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>
<p>LAFS.8.SL.1.3:</p>	<p>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>
<p>LAFS.8.SL.2.4:</p>	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
<p>LAFS.68.RST.2.4:</p>	<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</p>
<p>LAFS.68.WHST.2.4:</p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p>ELD.K12.ELL.1.1:</p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

M/J Instrumental Ensemble 1 (#1302110)

Version for Academic Year: 2015 - 2016

Course Number: 1302110

Abbreviated Title: M/J INSTRU ENS 1

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

VERSION DESCRIPTION

Students with little or no instrumental ensemble experience develop musicianship and performance skills as they study, rehearse, and perform high-quality ensemble literature in diverse styles. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

Name	Description
MU.68.C.1.1:	Develop strategies for listening to unfamiliar musical works. Remarks/Examples: e.g., listening maps, active listening, checklists
MU.68.C.1.2:	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent. Remarks/Examples: e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title
MU.68.C.2.1:	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Remarks/Examples: e.g., intonation, balance, blend, phrasing, rhythm
MU.68.C.2.2:	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal. Remarks/Examples: e.g., blend, balance, ensemble playing, sonority, technique, tone quality
MU.68.S.1.3:	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4:	Sing or play melodies by ear with support from the teacher and/or peers. Remarks/Examples: e.g., melodies using traditional classroom instruments and/or voice

MU.68.S.2.2:	Transfer performance techniques from familiar to unfamiliar pieces.
	Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.1:	Remarks/Examples: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response
	Demonstrate proper vocal or instrumental technique.
MU.68.S.3.2:	Remarks/Examples: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
	Sight-read standard exercises and simple repertoire.
MU.68.S.3.3:	Remarks/Examples: e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols
	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
MU.68.S.3.4:	Remarks/Examples: e.g., error detection, interval reinforcement
	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
MU.68.S.3.6:	Remarks/Examples: e.g., independently, collaboratively
	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
MU.68.O.3.1:	Remarks/Examples: e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration
MU.68.O.3.2:	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
MU.68.H.1.4:	Classify authentic stylistic features in music originating from various cultures.

	<p>Remarks/Examples: e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns</p>
MU.68.H.2.3:	Classify the literature being studied by genre, style, and/or time period.
MU.68.H.3.1:	<p>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.</p> <p>Remarks/Examples: e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</p>
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.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Instrumental Ensemble 2 (#1302120)

Version for Academic Year: 2015 - 2016

Course Number: 1302120

Abbreviated Title: M/J INSTRU ENS 2

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

VERSION DESCRIPTION

Students with previous instrumental ensemble experience continue to build musicianship and performance skills through the study, rehearsal, and performance of high-quality ensemble literature in a variety of styles. Student musicians learn to self-assess and collaborate as they study relevant musical styles and time periods. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

Name	Description
MU.68.C.1.1:	<p>Develop strategies for listening to unfamiliar musical works.</p> <p>Remarks/Examples: e.g., listening maps, active listening, checklists</p>
MU.68.C.1.2:	<p>Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.</p> <p>Remarks/Examples: e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title</p>
MU.68.C.2.1:	<p>Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.</p> <p>Remarks/Examples: e.g., intonation, balance, blend, phrasing, rhythm</p>
MU.68.C.2.2:	<p>Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.</p> <p>Remarks/Examples: e.g., blend, balance, ensemble playing, sonority, technique, tone quality</p>
MU.68.S.1.3:	<p>Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.</p>
MU.68.S.1.4:	<p>Sing or play melodies by ear with support from the teacher and/or peers.</p>

	<p>Remarks/Examples: e.g., melodies using traditional classroom instruments and/or voice</p>
MU.68.S.2.1:	<p>Perform music from memory to demonstrate knowledge of the musical structure.</p> <p>Remarks/Examples: e.g., basic themes, patterns, tonality, melody, harmony</p>
MU.68.S.2.2:	<p>Transfer performance techniques from familiar to unfamiliar pieces.</p>
MU.68.S.3.1:	<p>Sing and/or play age-appropriate repertoire expressively.</p> <p>Remarks/Examples: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
MU.68.S.3.2:	<p>Demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
MU.68.S.3.3:	<p>Sight-read standard exercises and simple repertoire.</p> <p>Remarks/Examples: e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</p>
MU.68.S.3.4:	<p>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</p> <p>Remarks/Examples: e.g., error detection, interval reinforcement</p>
MU.68.S.3.6:	<p>Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.</p> <p>Remarks/Examples: e.g., independently, collaboratively</p>
MU.68.O.1.1:	<p>Compare performances of a musical work to identify artistic choices made by performers.</p>

	<p>Remarks/Examples: e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</p>
<p>MU.68.O.3.1:</p>	<p>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</p> <p>Remarks/Examples: e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</p>
<p>MU.68.O.3.2:</p>	<p>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.</p>
<p>MU.68.H.1.4:</p>	<p>Classify authentic stylistic features in music originating from various cultures.</p> <p>Remarks/Examples: e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns</p>
<p>MU.68.H.2.3:</p>	<p>Classify the literature being studied by genre, style, and/or time period.</p>
<p>MU.68.H.3.1:</p>	<p>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.</p> <p>Remarks/Examples: e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</p>
<p>MU.68.H.3.2:</p>	<p>Discuss how the absence of music would affect other content areas and contexts.</p> <p>Remarks/Examples: e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays</p>
<p>MU.68.F.2.1:</p>	<p>Describe several routes a composition or performance could travel from creator to consumer.</p>

	<p>Remarks/Examples: e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales</p>
MU.68.F.3.1:	<p>Describe how studying music can enhance citizenship, leadership, and global thinking.</p> <p>Remarks/Examples: e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect</p>
MU.68.F.3.2:	<p>Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.</p>
LAFS.7.SL.1.2:	<p>Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>
LAFS.7.SL.1.3:	<p>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>
LAFS.7.SL.2.4:	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
LAFS.68.RST.2.4:	<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</p>
LAFS.68.WHST.3.9:	<p>Draw evidence from informational texts to support analysis reflection, and research.</p>
ELD.K12.ELL.1.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

M/J Instrumental Ensemble 3 (#1302130)

Version for Academic Year: 2015 - 2016

Course Number: 1302130

Abbreviated Title: M/J INSTRU ENS 3

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

VERSION DESCRIPTION

Students continue to build musicianship and performance skills through the study, rehearsal, and performance of increasingly challenging, high-quality instrumental ensemble literature. Student musicians strengthen their techniques, ensemble skills, music literacy, and analytical skills as they study relevant history, cultures, and music genres. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

Name	Description
MU.68.C.1.1:	<p>Develop strategies for listening to unfamiliar musical works.</p> <p>Remarks/Examples: e.g., listening maps, active listening, checklists</p>
MU.68.C.1.2:	<p>Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.</p> <p>Remarks/Examples: e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title</p>
MU.68.C.2.1:	<p>Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.</p> <p>Remarks/Examples: e.g., intonation, balance, blend, phrasing, rhythm</p>
MU.68.C.2.2:	<p>Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.</p> <p>Remarks/Examples: e.g., blend, balance, ensemble playing, sonority, technique, tone quality</p>
MU.68.C.3.1:	<p>Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.</p>
MU.68.S.1.3:	<p>Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.</p>
MU.68.S.1.4:	<p>Sing or play melodies by ear with support from the teacher and/or</p>

	peers.	Remarks/Examples: e.g., melodies using traditional classroom instruments and/or voice
MU.68.S.2.1:	Perform music from memory to demonstrate knowledge of the musical structure.	Remarks/Examples: e.g., basic themes, patterns, tonality, melody, harmony
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.	Remarks/Examples: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response
MU.68.S.3.2:	Demonstrate proper vocal or instrumental technique.	Remarks/Examples: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
MU.68.S.3.3:	Sight-read standard exercises and simple repertoire.	Remarks/Examples: e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols
MU.68.S.3.4:	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.	Remarks/Examples: e.g., error detection, interval reinforcement
MU.68.S.3.6:	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.	Remarks/Examples: e.g., independently, collaboratively
MU.68.O.1.1:	Compare performances of a musical work to identify artistic choices made by performers.	

	<p>Remarks/Examples: e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</p>
MU.68.O.2.2:	<p>Demonstrate knowledge of major and minor tonalities through performance and composition.</p> <p>Remarks/Examples: e.g., scales; key signatures; relative major/minor; parallel major/minor</p>
MU.68.O.3.1:	<p>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</p> <p>Remarks/Examples: e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</p>
MU.68.O.3.2:	<p>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.</p>
MU.68.H.1.1:	<p>Describe the functions of music from various cultures and time periods.</p>
MU.68.H.1.2:	<p>Identify the works of representative composers within a specific style or time period.</p>
MU.68.H.1.4:	<p>Classify authentic stylistic features in music originating from various cultures.</p> <p>Remarks/Examples: e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns</p>
MU.68.H.2.1:	<p>Describe the influence of historical events and periods on music composition and performance.</p>
MU.68.H.2.3:	<p>Classify the literature being studied by genre, style, and/or time period.</p>
MU.68.H.3.1:	<p>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.</p> <p>Remarks/Examples: e.g., school: other music classes, social studies, dance,</p>

	physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication
MU.68.H.3.2:	<p>Discuss how the absence of music would affect other content areas and contexts.</p> <p>Remarks/Examples: e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays</p>
MU.68.F.2.2:	<p>Describe how concert attendance can financially impact a community.</p> <p>Remarks/Examples: e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants</p>
MU.68.F.3.1:	<p>Describe how studying music can enhance citizenship, leadership, and global thinking.</p> <p>Remarks/Examples: e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect</p>
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.
LAFS.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LAFS.8.SL.1.3:	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.

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

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

M/J Band 2 and Career Planning (#1302140)

Version for Academic Year: 2015 - 2016

Course Number: 1302140

Abbreviated Title: M/J BAND 2&CAR PLAN

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

VERSION DESCRIPTION

Students with previous band experience build on instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of high-quality band literature. Instrumentalists expand their knowledge of music notation, music theory, sound production, and personal and group rehearsal strategies. In tandem with their learning opportunities in band, students investigate careers in a wide variety of fields guided by the competencies required by Florida Statute. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

Special Notes:

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

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

match career and education goals.

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

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

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

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

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

Name	Description
DA.68.S.2.1:	Sustain focused attention, respect, and discipline during classes and performances.
MU.68.C.1.1:	Develop strategies for listening to unfamiliar musical works. Remarks/Examples: e.g., listening maps, active listening, checklists

<p>MU.68.C.2.1:</p>	<p>Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.</p> <p>Remarks/Examples: e.g., intonation, balance, blend, phrasing, rhythm</p>
<p>MU.68.C.2.2:</p>	<p>Critique, using correct music vocabulary, changes in one’s own or others’ musical performance resulting from practice or rehearsal.</p> <p>Remarks/Examples: e.g., blend, balance, ensemble playing, sonority, technique, tone quality</p>
<p>MU.68.S.1.3:</p>	<p>Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.</p>
<p>MU.68.S.1.4:</p>	<p>Sing or play melodies by ear with support from the teacher and/or peers.</p> <p>Remarks/Examples: e.g., melodies using traditional classroom instruments and/or voice</p>
<p>MU.68.S.2.2:</p>	<p>Transfer performance techniques from familiar to unfamiliar pieces.</p>
<p>MU.68.S.3.1:</p>	<p>Sing and/or play age-appropriate repertoire expressively.</p> <p>Remarks/Examples: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
<p>MU.68.S.3.2:</p>	<p>Demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
<p>MU.68.S.3.3:</p>	<p>Sight-read standard exercises and simple repertoire.</p> <p>Remarks/Examples: e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</p>
<p>MU.68.S.3.4:</p>	<p>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</p>

	<p>Remarks/Examples: e.g., error detection, interval reinforcement</p>
MU.68.S.3.5:	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
MU.68.O.3.1:	<p>Remarks/Examples: e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</p>
MU.68.O.3.2:	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
MU.68.H.1.2:	Identify the works of representative composers within a specific style or time period.
MU.68.H.2.3:	Classify the literature being studied by genre, style, and/or time period.
	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
MU.68.H.3.1:	<p>Remarks/Examples: e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</p>
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.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-

	specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Band 3 and Career Planning (#1302142)

Version for Academic Year: 2015 - 2016

Course Number: 1302142

Abbreviated Title: M/J BAND 3&CAR PLAN

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

VERSION DESCRIPTION

Students with previous band experience expand on their instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of intermediate-level, high-quality band literature. Instrumentalists extend their knowledge of music notation and theory, sound production, and rehearsal strategies. In tandem with their learning opportunities in band, students investigate careers in a wide variety of fields guided by the competencies required by Florida Statute. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

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

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

school program of study, and postsecondary/career goals.
 8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

Name	Description
DA.68.S.2.1:	Sustain focused attention, respect, and discipline during classes and performances.
MU.68.C.1.1:	Develop strategies for listening to unfamiliar musical works. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p>Remarks/Examples: e.g., listening maps, active listening, checklists</p> </div>
MU.68.C.2.1:	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.

	<p>Remarks/Examples: e.g., intonation, balance, blend, phrasing, rhythm</p>
MU.68.C.2.2:	<p>Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.</p> <p>Remarks/Examples: e.g., blend, balance, ensemble playing, sonority, technique, tone quality</p>
MU.68.C.3.1:	<p>Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.</p>
MU.68.S.1.3:	<p>Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.</p>
MU.68.S.1.4:	<p>Sing or play melodies by ear with support from the teacher and/or peers.</p> <p>Remarks/Examples: e.g., melodies using traditional classroom instruments and/or voice</p>
MU.68.S.2.2:	<p>Transfer performance techniques from familiar to unfamiliar pieces.</p>
MU.68.S.3.1:	<p>Sing and/or play age-appropriate repertoire expressively.</p> <p>Remarks/Examples: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
MU.68.S.3.2:	<p>Demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
MU.68.S.3.3:	<p>Sight-read standard exercises and simple repertoire.</p> <p>Remarks/Examples: e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</p>
MU.68.S.3.4:	<p>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</p> <p>Remarks/Examples:</p>

	e.g., error detection, interval reinforcement
MU.68.S.3.5:	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
MU.68.O.1.1:	<p>Compare performances of a musical work to identify artistic choices made by performers.</p> <p>Remarks/Examples: e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</p>
MU.68.O.2.2:	<p>Demonstrate knowledge of major and minor tonalities through performance and composition.</p> <p>Remarks/Examples: e.g., scales; key signatures; relative major/minor; parallel major/minor</p>
MU.68.O.3.1:	<p>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</p> <p>Remarks/Examples: e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</p>
MU.68.O.3.2:	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
MU.68.H.1.2:	Identify the works of representative composers within a specific style or time period.
MU.68.H.2.3:	Classify the literature being studied by genre, style, and/or time period.
MU.68.H.3.1:	<p>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.</p> <p>Remarks/Examples: e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</p>
MU.68.H.3.2:	Discuss how the absence of music would affect other content areas and contexts.

	<p>Remarks/Examples: e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays</p>
MU.68.F.3.1:	<p>Describe how studying music can enhance citizenship, leadership, and global thinking.</p> <p>Remarks/Examples: e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect</p>
MU.68.F.3.2:	<p>Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.</p>
LAFS.7.SL.1.2:	<p>Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>
LAFS.7.SL.1.3:	<p>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>
LAFS.7.SL.2.4:	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
LAFS.68.RST.2.4:	<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</p>
LAFS.68.WHST.3.9:	<p>Draw evidence from informational texts to support analysis, reflection, and research.</p>
ELD.K12.ELL.1.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

M/J Orchestra 2 and Career Planning (#1302150)

Version for Academic Year: 2015 - 2016

Course Number: 1302150

Abbreviated Title: M/J ORCH 2&CAR PLAN

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

VERSION DESCRIPTION

Students who have some previous orchestral experience develop instrumental technique, performance skills, music literacy, and increasing aesthetic awareness through study, rehearsal, and performance of a variety of high-quality orchestra literature. In tandem with their learning opportunities in orchestra, students investigate careers in a wide variety of fields guided by the competencies required by Florida Statute. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

Special Notes:

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

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

match career and education goals.

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

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

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

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

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

Name	Description
DA.68.S.2.1:	Sustain focused attention, respect, and discipline during classes and performances.
MU.68.C.1.1:	Develop strategies for listening to unfamiliar musical works. Remarks/Examples: e.g., listening maps, active listening, checklists
MU.68.C.1.2:	Compare, using correct music vocabulary, the aesthetic impact of a performance to one’s own hypothesis of the composer’s intent.

	<p>Remarks/Examples: e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title</p>
MU.68.C.2.1:	<p>Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.</p> <p>Remarks/Examples: e.g., intonation, balance, blend, phrasing, rhythm</p>
MU.68.S.1.3:	<p>Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.</p>
MU.68.S.1.4:	<p>Sing or play melodies by ear with support from the teacher and/or peers.</p> <p>Remarks/Examples: e.g., melodies using traditional classroom instruments and/or voice</p>
MU.68.S.2.2:	<p>Transfer performance techniques from familiar to unfamiliar pieces.</p>
MU.68.S.3.1:	<p>Sing and/or play age-appropriate repertoire expressively.</p> <p>Remarks/Examples: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
MU.68.S.3.2:	<p>Demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
MU.68.S.3.3:	<p>Sight-read standard exercises and simple repertoire.</p> <p>Remarks/Examples: e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</p>
MU.68.S.3.4:	<p>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</p> <p>Remarks/Examples:</p>

	e.g., error detection, interval reinforcement
MU.68.S.3.6:	<p>Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.</p> <p>Remarks/Examples: e.g., independently, collaboratively</p>
MU.68.O.3.1:	<p>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</p> <p>Remarks/Examples: e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</p>
MU.68.O.3.2:	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
MU.68.H.1.1:	Describe the functions of music from various cultures and time periods.
MU.68.H.2.3:	Classify the literature being studied by genre, style, and/or time period.
MU.68.H.3.1:	<p>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.</p> <p>Remarks/Examples: e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</p>
MU.68.F.2.1:	<p>Describe several routes a composition or performance could travel from creator to consumer.</p> <p>Remarks/Examples: e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales</p>
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.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

<u>LAFS.6.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<u>LAFS.6.SL.2.4:</u>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>ELD.K12.ELL.1.1:</u>	English language learners communicate for social and instructional purposes within the school setting.

M/J Orchestra 3 & Career Planning (#1302160)

Version for Academic Year: 2015 - 2016

Course Number: 1302160

Abbreviated Title: M/J ORCH 3 & CAR PL

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

VERSION DESCRIPTION

Students with previous orchestral experience demonstrate intermediate-level knowledge of instrumental techniques, musical literacy, ensemble skills, and related musical knowledge through study, rehearsal, and performance of a variety of high-quality orchestral literature. In tandem with their learning opportunities in orchestra, students investigate careers in a wide variety of fields guided by the competencies required by Florida Statute. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

GENERAL NOTES

Special Notes:

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

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

match career and education goals.

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

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

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

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

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

Name	Description
DA.68.S.2.1:	Sustain focused attention, respect, and discipline during classes and performances.
MU.68.C.1.1:	Develop strategies for listening to unfamiliar musical works. Remarks/Examples: e.g., listening maps, active listening, checklists
MU.68.C.1.2:	Compare, using correct music vocabulary, the aesthetic impact of a performance to one’s own hypothesis of the composer’s intent.

	<p>Remarks/Examples: e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title</p>
MU.68.C.1.3:	<p>Identify, aurally, instrumental styles and a variety of instrumental ensembles.</p> <p>Remarks/Examples: e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles</p>
MU.68.C.2.1:	<p>Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.</p> <p>Remarks/Examples: e.g., intonation, balance, blend, phrasing, rhythm</p>
MU.68.C.2.2:	<p>Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.</p> <p>Remarks/Examples: e.g., blend, balance, ensemble playing, sonority, technique, tone quality</p>
MU.68.C.3.1:	<p>Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.</p>
MU.68.S.1.3:	<p>Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.</p>
MU.68.S.1.4:	<p>Sing or play melodies by ear with support from the teacher and/or peers.</p> <p>Remarks/Examples: e.g., melodies using traditional classroom instruments and/or voice</p>
MU.68.S.2.2:	<p>Transfer performance techniques from familiar to unfamiliar pieces.</p>
MU.68.S.3.1:	<p>Sing and/or play age-appropriate repertoire expressively.</p> <p>Remarks/Examples: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
MU.68.S.3.2:	<p>Demonstrate proper vocal or instrumental technique.</p>

	<p>Remarks/Examples: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
	Sight-read standard exercises and simple repertoire.
MU.68.S.3.3:	<p>Remarks/Examples: e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</p>
MU.68.S.3.5:	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
MU.68.S.3.6:	<p>Remarks/Examples: e.g., independently, collaboratively</p>
	Demonstrate knowledge of major and minor tonalities through performance and composition.
MU.68.O.2.2:	<p>Remarks/Examples: e.g., scales; key signatures; relative major/minor; parallel major/minor</p>
	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
MU.68.O.3.1:	<p>Remarks/Examples: e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</p>
MU.68.O.3.2:	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
MU.68.H.1.1:	Describe the functions of music from various cultures and time periods.
MU.68.H.1.5:	Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.
MU.68.H.2.2:	Analyze how technology has changed the way music is created, performed, acquired, and experienced.

	<p>Remarks/Examples: e.g., from harpsichord to piano; from phonograph to CD</p>
MU.68.H.2.3:	Classify the literature being studied by genre, style, and/or time period.
	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
MU.68.H.3.1:	<p>Remarks/Examples: e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</p>
	Describe several routes a composition or performance could travel from creator to consumer.
MU.68.F.2.1:	<p>Remarks/Examples: e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales</p>
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.
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3:	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Chorus 1 (#1303000)

Version for Academic Year: 2015 - 2016

Course Number: 1303000

Abbreviated Title: M/J CHORUS 1

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

VERSION DESCRIPTION

Students with little or no choral experience develop beginning vocal technique and skills, critical and creative thinking skills, and an appreciation of music from around the world and through time. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

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

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

Name	Description
DA.68.S.2.1:	Sustain focused attention, respect, and discipline during classes and performances.
MU.68.C.1.1:	Develop strategies for listening to unfamiliar musical works. Remarks/Examples: e.g., listening maps, active listening, checklists
MU.68.C.1.4:	Identify, aurally, a variety of vocal styles and ensembles. Remarks/Examples: e.g., chant, spiritual, folk, opera, world, jazz, pop, solo, duet, trio, quartet, small ensembles, choirs
MU.68.C.2.2:	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal. Remarks/Examples: e.g., blend, balance, ensemble playing, sonority, technique, tone quality
MU.68.S.1.1:	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions. Remarks/Examples: e.g., blues, rock
MU.68.S.1.3:	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4:	Sing or play melodies by ear with support from the teacher and/or peers. Remarks/Examples: e.g., melodies using traditional classroom instruments and/or voice
MU.68.S.3.1:	Sing and/or play age-appropriate repertoire expressively.

	<p>Remarks/Examples: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
MU.68.S.3.2:	<p>Demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
MU.68.S.3.3:	<p>Sight-read standard exercises and simple repertoire.</p> <p>Remarks/Examples: e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</p>
MU.68.S.3.5:	<p>Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.</p>
MU.68.O.1.1:	<p>Compare performances of a musical work to identify artistic choices made by performers.</p> <p>Remarks/Examples: e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</p>
MU.68.O.3.1:	<p>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</p> <p>Remarks/Examples: e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</p>
MU.68.H.1.1:	<p>Describe the functions of music from various cultures and time periods.</p>
MU.68.H.2.3:	<p>Classify the literature being studied by genre, style, and/or time period.</p>
MU.68.H.3.1:	<p>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.</p> <p>Remarks/Examples: e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial</p>

	music, sales and advertising, communication
	Discuss how the absence of music would affect other content areas and contexts.
MU.68.H.3.2:	<p>Remarks/Examples: e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays</p>
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.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Chorus 2 (#1303010)

Version for Academic Year: 2015 - 2016

Course Number: 1303010

Abbreviated Title: M/J CHORUS 2

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

VERSION DESCRIPTION

Students build on previous choral experience to expand vocal, technical, musical, and ensemble skills through rehearsal, performance, and study of high-quality choral literature. Singers focus on increasing knowledge of music theory, music literacy, and aesthetic response. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

Name	Description
DA.68.S.2.1:	Sustain focused attention, respect, and discipline during classes and performances.
MU.68.C.1.1:	Develop strategies for listening to unfamiliar musical works. Remarks/Examples: e.g., listening maps, active listening, checklists
MU.68.C.1.2:	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent. Remarks/Examples: e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title
MU.68.C.1.4:	Identify, aurally, a variety of vocal styles and ensembles. Remarks/Examples: e.g., chant, spiritual, folk, opera, world, jazz, pop, solo, duet, trio, quartet, small ensembles, choirs
MU.68.C.2.1:	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Remarks/Examples: e.g., intonation, balance, blend, phrasing, rhythm
MU.68.C.2.2:	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal. Remarks/Examples: e.g., blend, balance, ensemble playing, sonority, technique, tone quality
MU.68.S.1.1:	Improvise rhythmic and melodic phrases to accompany familiar

	<p>songs and/or standard harmonic progressions.</p> <p>Remarks/Examples: e.g., blues, rock</p>
MU.68.S.1.3:	<p>Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.</p>
MU.68.S.1.4:	<p>Sing or play melodies by ear with support from the teacher and/or peers.</p> <p>Remarks/Examples: e.g., melodies using traditional classroom instruments and/or voice</p>
MU.68.S.2.1:	<p>Perform music from memory to demonstrate knowledge of the musical structure.</p> <p>Remarks/Examples: e.g., basic themes, patterns, tonality, melody, harmony</p>
MU.68.S.3.1:	<p>Sing and/or play age-appropriate repertoire expressively.</p> <p>Remarks/Examples: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
MU.68.S.3.2:	<p>Demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
MU.68.S.3.3:	<p>Sight-read standard exercises and simple repertoire.</p> <p>Remarks/Examples: e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</p>
MU.68.S.3.4:	<p>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</p> <p>Remarks/Examples: e.g., error detection, interval reinforcement</p>
MU.68.S.3.5:	<p>Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.</p>
MU.68.S.3.6:	<p>Develop and demonstrate efficient rehearsal strategies to apply</p>

	skills and techniques.
	<p>Remarks/Examples: e.g., independently, collaboratively</p>
MU.68.O.1.1:	<p>Compare performances of a musical work to identify artistic choices made by performers.</p> <p>Remarks/Examples: e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</p>
MU.68.O.3.1:	<p>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</p> <p>Remarks/Examples: e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</p>
MU.68.O.3.2:	<p>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.</p>
MU.68.H.1.1:	<p>Describe the functions of music from various cultures and time periods.</p>
MU.68.H.1.5:	<p>Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.</p>
MU.68.H.2.1:	<p>Describe the influence of historical events and periods on music composition and performance.</p>
MU.68.H.2.3:	<p>Classify the literature being studied by genre, style, and/or time period.</p>
MU.68.H.3.1:	<p>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.</p> <p>Remarks/Examples: e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</p>
MU.68.H.3.2:	<p>Discuss how the absence of music would affect other content areas and contexts.</p> <p>Remarks/Examples:</p>

	e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays
MU.68.F.2.2:	Describe how concert attendance can financially impact a community. Remarks/Examples: e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants
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.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Chorus 3 (#1303020)

Version for Academic Year: 2015 - 2016

Course Number: 1303020

Abbreviated Title: M/J CHORUS 3

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

VERSION DESCRIPTION

Students with previous choral experience build intermediate-level knowledge of vocal technique, musical literacy, ensemble skills, and related musical knowledge through rehearsal, performance, and study of a variety of high-quality 2-, 3-, and 4-part choral literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

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

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

Name	Description
DA.68.S.2.1:	Sustain focused attention, respect, and discipline during classes and performances.
MU.68.C.1.1:	Develop strategies for listening to unfamiliar musical works. Remarks/Examples: e.g., listening maps, active listening, checklists
MU.68.C.1.2:	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent. Remarks/Examples: e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title
MU.68.C.2.1:	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Remarks/Examples: e.g., intonation, balance, blend, phrasing, rhythm
MU.68.C.2.2:	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal. Remarks/Examples: e.g., blend, balance, ensemble playing, sonority, technique, tone quality
MU.68.C.3.1:	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.
MU.68.S.1.1:	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions. Remarks/Examples: e.g., blues, rock

MU.68.S.1.3:	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4:	Sing or play melodies by ear with support from the teacher and/or peers. Remarks/Examples: e.g., melodies using traditional classroom instruments and/or voice
MU.68.S.2.1:	Perform music from memory to demonstrate knowledge of the musical structure. Remarks/Examples: e.g., basic themes, patterns, tonality, melody, harmony
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. Remarks/Examples: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response
MU.68.S.3.2:	Demonstrate proper vocal or instrumental technique. Remarks/Examples: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
MU.68.S.3.3:	Sight-read standard exercises and simple repertoire. Remarks/Examples: e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols
MU.68.S.3.4:	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch. Remarks/Examples: e.g., error detection, interval reinforcement
MU.68.S.3.5:	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
MU.68.S.3.6:	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.

	<p>Remarks/Examples: e.g., independently, collaboratively</p>
MU.68.O.1.1:	<p>Compare performances of a musical work to identify artistic choices made by performers.</p> <p>Remarks/Examples: e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</p>
MU.68.O.2.2:	<p>Demonstrate knowledge of major and minor tonalities through performance and composition.</p> <p>Remarks/Examples: e.g., scales; key signatures; relative major/minor; parallel major/minor</p>
MU.68.O.3.1:	<p>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</p> <p>Remarks/Examples: e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</p>
MU.68.O.3.2:	<p>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.</p>
MU.68.H.1.2:	<p>Identify the works of representative composers within a specific style or time period.</p>
MU.68.H.1.3:	<p>Describe how American music has been influenced by other cultures.</p>
MU.68.H.1.4:	<p>Classify authentic stylistic features in music originating from various cultures.</p> <p>Remarks/Examples: e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns</p>
MU.68.H.2.1:	<p>Describe the influence of historical events and periods on music composition and performance.</p>
MU.68.H.2.2:	<p>Analyze how technology has changed the way music is created, performed, acquired, and experienced.</p>

	<p>Remarks/Examples: e.g., from harpsichord to piano; from phonograph to CD</p>
MU.68.H.2.3:	Classify the literature being studied by genre, style, and/or time period.
MU.68.H.3.1:	<p>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.</p> <p>Remarks/Examples: e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</p>
MU.68.H.3.2:	<p>Discuss how the absence of music would affect other content areas and contexts.</p> <p>Remarks/Examples: e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays</p>
MU.68.F.2.1:	<p>Describe several routes a composition or performance could travel from creator to consumer.</p> <p>Remarks/Examples: e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales</p>
MU.68.F.2.2:	<p>Describe how concert attendance can financially impact a community.</p> <p>Remarks/Examples: e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants</p>
MU.68.F.3.1:	<p>Describe how studying music can enhance citizenship, leadership, and global thinking.</p> <p>Remarks/Examples: e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect</p>
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.
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3:	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Chorus 4 (#1303030)

Version for Academic Year: 2015 - 2016

Course Number: 1303030

Abbreviated Title: M/J CHORUS 4

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

VERSION DESCRIPTION

Students with significant experience in a choral ensemble develop advanced knowledge of vocal techniques, music literacy, ensemble skills, and related musical knowledge through rehearsal, performance, and study of a variety of high-quality advanced choral literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

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

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

Name	Description
DA.68.S.2.1:	Sustain focused attention, respect, and discipline during classes and performances.
MU.68.C.1.1:	Develop strategies for listening to unfamiliar musical works. Remarks/Examples: e.g., listening maps, active listening, checklists
MU.68.C.1.2:	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent. Remarks/Examples: e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title
MU.68.C.1.4:	Identify, aurally, a variety of vocal styles and ensembles. Remarks/Examples: e.g., chant, spiritual, folk, opera, world, jazz, pop, solo, duet, trio, quartet, small ensembles, choirs
MU.68.C.2.1:	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Remarks/Examples: e.g., intonation, balance, blend, phrasing, rhythm
MU.68.C.2.2:	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal. Remarks/Examples: e.g., blend, balance, ensemble playing, sonority, technique, tone quality
MU.68.C.2.3:	Critique personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers

	and/or peers.
MU.68.C.3.1:	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.
MU.68.S.1.1:	<p>Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., blues, rock</p> </div>
MU.68.S.1.2:	<p>Compose a short musical piece.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., using traditional, non-traditional, digital, or classroom instruments and/or voice</p> </div>
MU.68.S.1.3:	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4:	<p>Sing or play melodies by ear with support from the teacher and/or peers.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., melodies using traditional classroom instruments and/or voice</p> </div>
MU.68.S.2.1:	<p>Perform music from memory to demonstrate knowledge of the musical structure.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., basic themes, patterns, tonality, melody, harmony</p> </div>
MU.68.S.2.2:	Transfer performance techniques from familiar to unfamiliar pieces.
MU.68.S.3.1:	<p>Sing and/or play age-appropriate repertoire expressively.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p> </div>
MU.68.S.3.2:	<p>Demonstrate proper vocal or instrumental technique.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p> </div>
MU.68.S.3.3:	<p>Sight-read standard exercises and simple repertoire.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples:</p> </div>

	e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols
MU.68.S.3.4:	<p>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</p> <p>Remarks/Examples: e.g., error detection, interval reinforcement</p>
MU.68.S.3.5:	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
MU.68.S.3.6:	<p>Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.</p> <p>Remarks/Examples: e.g., independently, collaboratively</p>
MU.68.O.1.1:	<p>Compare performances of a musical work to identify artistic choices made by performers.</p> <p>Remarks/Examples: e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</p>
MU.68.O.2.1:	<p>Create a composition, manipulating musical elements and exploring the effects of those manipulations.</p> <p>Remarks/Examples: e.g., using electronic or paper-and-pencil means to experiment with timbre, melody, rhythm, harmony, form, tonality</p>
MU.68.O.2.2:	<p>Demonstrate knowledge of major and minor tonalities through performance and composition.</p> <p>Remarks/Examples: e.g., scales; key signatures; relative major/minor; parallel major/minor</p>
MU.68.O.3.1:	<p>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</p> <p>Remarks/Examples: e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre,</p>

	rhythm, orchestration
MU.68.O.3.2:	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
MU.68.H.1.2:	Identify the works of representative composers within a specific style or time period.
MU.68.H.1.3:	Describe how American music has been influenced by other cultures.
	Classify authentic stylistic features in music originating from various cultures.
MU.68.H.1.4:	<p>Remarks/Examples: e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns</p>
MU.68.H.1.5:	Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.
MU.68.H.2.1:	Describe the influence of historical events and periods on music composition and performance.
	Analyze how technology has changed the way music is created, performed, acquired, and experienced.
MU.68.H.2.2:	<p>Remarks/Examples: e.g., from harpsichord to piano; from phonograph to CD</p>
MU.68.H.2.3:	Classify the literature being studied by genre, style, and/or time period.
	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
MU.68.H.3.1:	<p>Remarks/Examples: e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</p>
	Discuss how the absence of music would affect other content areas and contexts.
MU.68.H.3.2:	<p>Remarks/Examples: e.g., theatre and dance, movies, sporting events, video games,</p>

	commercial advertising, social gatherings, civic and religious ceremonies, plays
MU.68.F.1.1:	Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
MU.68.F.2.1:	Describe several routes a composition or performance could travel from creator to consumer. Remarks/Examples: e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales
MU.68.F.2.2:	Describe how concert attendance can financially impact a community. Remarks/Examples: e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants
MU.68.F.3.1:	Describe how studying music can enhance citizenship, leadership, and global thinking. Remarks/Examples: e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect
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.
MU.68.F.3.3:	Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place. Remarks/Examples: e.g., idea, development, editing, selling, revising, testing, presenting
LAFS.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact,

	adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Vocal Techniques 1 (#1303070)

Version for Academic Year: 2015 - 2016

Course Number: 1303070

Abbreviated Title: M/J VOCAL TECNQS 1

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

VERSION DESCRIPTION

Students with little or no vocal experience develop musicianship, technical proficiency, and performance skills. Beginning musicians focus on development of skills and techniques through scales, etudes, and solo literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

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

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

Name	Description
MU.68.C.1.1:	Develop strategies for listening to unfamiliar musical works. Remarks/Examples: e.g., listening maps, active listening, checklists
MU.68.C.1.2:	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent. Remarks/Examples: e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title
MU.68.C.2.1:	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Remarks/Examples: e.g., intonation, balance, blend, phrasing, rhythm
MU.68.C.2.2:	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal. Remarks/Examples: e.g., blend, balance, ensemble playing, sonority, technique, tone quality
MU.68.S.1.1:	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions. Remarks/Examples: e.g., blues, rock
MU.68.S.1.4:	Sing or play melodies by ear with support from the teacher and/or peers. Remarks/Examples:

	e.g., melodies using traditional classroom instruments and/or voice
MU.68.S.2.1:	Perform music from memory to demonstrate knowledge of the musical structure. Remarks/Examples: e.g., basic themes, patterns, tonality, melody, harmony
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. Remarks/Examples: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response
MU.68.S.3.2:	Demonstrate proper vocal or instrumental technique. Remarks/Examples: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
MU.68.S.3.3:	Sight-read standard exercises and simple repertoire. Remarks/Examples: e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols
MU.68.S.3.4:	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch. Remarks/Examples: e.g., error detection, interval reinforcement
MU.68.S.3.5:	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
MU.68.S.3.6:	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques. Remarks/Examples: e.g., independently, collaboratively
MU.68.O.1.1:	Compare performances of a musical work to identify artistic choices made by performers.

	<p>Remarks/Examples: e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</p>
MU.68.O.3.1:	<p>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</p> <p>Remarks/Examples: e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</p>
MU.68.H.2.3:	Classify the literature being studied by genre, style, and/or time period.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Vocal Techniques 2 (#1303080)

Version for Academic Year: 2015 - 2016

Course Number: 1303080

Abbreviated Title: M/J VOCAL TECNQS 2

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

VERSION DESCRIPTION

Students build on previous instruction to strengthen their musicianship, technique, and performance skills through preparation of scales, etudes, and solo literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

Name	Description
MU.68.C.1.1:	Develop strategies for listening to unfamiliar musical works. Remarks/Examples: e.g., listening maps, active listening, checklists
MU.68.C.1.2:	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent. Remarks/Examples: e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title
MU.68.C.2.1:	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Remarks/Examples: e.g., intonation, balance, blend, phrasing, rhythm
MU.68.C.2.2:	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal. Remarks/Examples: e.g., blend, balance, ensemble playing, sonority, technique, tone quality
MU.68.S.1.1:	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions. Remarks/Examples: e.g., blues, rock
MU.68.S.1.4:	Sing or play melodies by ear with support from the teacher and/or peers.

	<p>Remarks/Examples: e.g., melodies using traditional classroom instruments and/or voice</p>
MU.68.S.2.1:	<p>Perform music from memory to demonstrate knowledge of the musical structure.</p> <p>Remarks/Examples: e.g., basic themes, patterns, tonality, melody, harmony</p>
MU.68.S.2.2:	<p>Transfer performance techniques from familiar to unfamiliar pieces.</p>
MU.68.S.3.1:	<p>Sing and/or play age-appropriate repertoire expressively.</p> <p>Remarks/Examples: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
MU.68.S.3.2:	<p>Demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
MU.68.S.3.3:	<p>Sight-read standard exercises and simple repertoire.</p> <p>Remarks/Examples: e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</p>
MU.68.S.3.4:	<p>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</p> <p>Remarks/Examples: e.g., error detection, interval reinforcement</p>
MU.68.S.3.5:	<p>Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.</p>
MU.68.S.3.6:	<p>Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.</p> <p>Remarks/Examples: e.g., independently, collaboratively</p>
MU.68.O.1.1:	<p>Compare performances of a musical work to identify artistic choices made by performers.</p>

	<p>Remarks/Examples: e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</p>
MU.68.O.2.2:	<p>Demonstrate knowledge of major and minor tonalities through performance and composition.</p> <p>Remarks/Examples: e.g., scales; key signatures; relative major/minor; parallel major/minor</p>
MU.68.O.3.1:	<p>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</p> <p>Remarks/Examples: e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</p>
MU.68.O.3.2:	<p>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.</p>
MU.68.H.2.2:	<p>Analyze how technology has changed the way music is created, performed, acquired, and experienced.</p> <p>Remarks/Examples: e.g., from harpsichord to piano; from phonograph to CD</p>
MU.68.H.2.3:	<p>Classify the literature being studied by genre, style, and/or time period.</p>
MU.68.F.3.1:	<p>Describe how studying music can enhance citizenship, leadership, and global thinking.</p> <p>Remarks/Examples: e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect</p>
LAFS.7.SL.1.2:	<p>Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>
LAFS.7.SL.1.3:	<p>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>
LAFS.7.SL.2.4:	<p>Present claims and findings, emphasizing salient points in a</p>

	focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Vocal Techniques 3 (#1303090)

Version for Academic Year: 2015 - 2016

Course Number: 1303090

Abbreviated Title: M/J VOCAL TECNQS 3

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

VERSION DESCRIPTION

Student musicians build on previous instruction to develop high levels of musicianship, technical proficiency, and performance skills through preparation of technically challenging scales, etudes, and solo literature. Students use problem-solving, critical thinking, and reflection to demonstrate the skills of disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

Name	Description
MU.68.C.1.1:	<p>Develop strategies for listening to unfamiliar musical works.</p> <p>Remarks/Examples: e.g., listening maps, active listening, checklists</p>
MU.68.C.1.2:	<p>Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.</p> <p>Remarks/Examples: e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title</p>
MU.68.C.2.1:	<p>Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.</p> <p>Remarks/Examples: e.g., intonation, balance, blend, phrasing, rhythm</p>
MU.68.C.2.2:	<p>Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.</p> <p>Remarks/Examples: e.g., blend, balance, ensemble playing, sonority, technique, tone quality</p>
MU.68.S.1.1:	<p>Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.</p> <p>Remarks/Examples: e.g., blues, rock</p>

<p>MU.68.S.1.4:</p>	<p>Sing or play melodies by ear with support from the teacher and/or peers.</p> <p>Remarks/Examples: e.g., melodies using traditional classroom instruments and/or voice</p>
<p>MU.68.S.2.1:</p>	<p>Perform music from memory to demonstrate knowledge of the musical structure.</p> <p>Remarks/Examples: e.g., basic themes, patterns, tonality, melody, harmony</p>
<p>MU.68.S.2.2:</p>	<p>Transfer performance techniques from familiar to unfamiliar pieces.</p>
<p>MU.68.S.3.1:</p>	<p>Sing and/or play age-appropriate repertoire expressively.</p> <p>Remarks/Examples: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
<p>MU.68.S.3.2:</p>	<p>Demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
<p>MU.68.S.3.3:</p>	<p>Sight-read standard exercises and simple repertoire.</p> <p>Remarks/Examples: e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</p>
<p>MU.68.S.3.4:</p>	<p>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</p> <p>Remarks/Examples: e.g., error detection, interval reinforcement</p>
<p>MU.68.S.3.5:</p>	<p>Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.</p>
<p>MU.68.S.3.6:</p>	<p>Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.</p> <p>Remarks/Examples: e.g., independently, collaboratively</p>

<p>MU.68.O.1.1:</p>	<p>Compare performances of a musical work to identify artistic choices made by performers.</p> <div data-bbox="529 268 1367 436" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</p> </div>
<p>MU.68.O.2.2:</p>	<p>Demonstrate knowledge of major and minor tonalities through performance and composition.</p> <div data-bbox="529 514 1367 682" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., scales; key signatures; relative major/minor; parallel major/minor</p> </div>
<p>MU.68.O.3.1:</p>	<p>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</p> <div data-bbox="529 800 1367 1003" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</p> </div>
<p>MU.68.O.3.2:</p>	<p>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.</p>
<p>MU.68.H.1.1:</p>	<p>Describe the functions of music from various cultures and time periods.</p>
<p>MU.68.H.1.2:</p>	<p>Identify the works of representative composers within a specific style or time period.</p>
<p>MU.68.H.1.4:</p>	<p>Classify authentic stylistic features in music originating from various cultures.</p> <div data-bbox="529 1360 1367 1598" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns</p> </div>
<p>MU.68.H.2.2:</p>	<p>Analyze how technology has changed the way music is created, performed, acquired, and experienced.</p> <div data-bbox="529 1682 1367 1808" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., from harpsichord to piano; from phonograph to CD</p> </div>
<p>MU.68.H.2.3:</p>	<p>Classify the literature being studied by genre, style, and/or time period.</p>

<p>MU.68.F.3.1:</p>	<p>Describe how studying music can enhance citizenship, leadership, and global thinking.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Remarks/Examples: e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect</p> </div>
<p>LAFS.8.SL.1.2:</p>	<p>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>
<p>LAFS.8.SL.1.3:</p>	<p>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>
<p>LAFS.8.SL.2.4:</p>	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
<p>LAFS.68.RST.2.4:</p>	<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</p>
<p>LAFS.68.WHST.2.4:</p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p>ELD.K12.ELL.1.1:</p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

M/J Vocal Ensemble 1 (#1303100)

Version for Academic Year: 2015 - 2016

Course Number: 1303100

Abbreviated Title: M/J VOCAL ENS 1

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

VERSION DESCRIPTION

Students with little or no small vocal ensemble experience develop musicianship and performance skills as they study, rehearse, and perform high-quality ensemble literature in diverse styles. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

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

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

Name	Description
MU.68.C.1.1:	Develop strategies for listening to unfamiliar musical works. Remarks/Examples: e.g., listening maps, active listening, checklists
MU.68.C.1.2:	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent. Remarks/Examples: e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title
MU.68.C.2.1:	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Remarks/Examples: e.g., intonation, balance, blend, phrasing, rhythm
MU.68.C.2.2:	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal. Remarks/Examples: e.g., blend, balance, ensemble playing, sonority, technique, tone quality
MU.68.S.1.3:	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4:	Sing or play melodies by ear with support from the teacher and/or peers. Remarks/Examples: 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:	<p>Sing and/or play age-appropriate repertoire expressively.</p> <p>Remarks/Examples: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
MU.68.S.3.2:	<p>Demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
MU.68.S.3.3:	<p>Sight-read standard exercises and simple repertoire.</p> <p>Remarks/Examples: e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</p>
MU.68.S.3.4:	<p>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</p> <p>Remarks/Examples: e.g., error detection, interval reinforcement</p>
MU.68.S.3.6:	<p>Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.</p> <p>Remarks/Examples: e.g., independently, collaboratively</p>
MU.68.O.3.1:	<p>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</p> <p>Remarks/Examples: e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</p>
MU.68.O.3.2:	<p>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.</p>
MU.68.H.1.4:	<p>Classify authentic stylistic features in music originating from various cultures.</p>

	<p>Remarks/Examples: e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns</p>
MU.68.H.2.3:	Classify the literature being studied by genre, style, and/or time period.
MU.68.H.3.1:	<p>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.</p> <p>Remarks/Examples: e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</p>
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.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Vocal Ensemble 2 (#1303110)

Version for Academic Year: 2015 - 2016

Course Number: 1303110

Abbreviated Title: M/J VOCAL ENS 2

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

VERSION DESCRIPTION

Students with previous vocal ensemble experience continue to build musicianship and performance skills through the study, rehearsal, and performance of high-quality ensemble literature in a variety of styles. Student musicians learn to self-assess and collaborate as they study relevant musical styles and time periods. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

Name	Description
MU.68.C.1.1:	Develop strategies for listening to unfamiliar musical works. Remarks/Examples: e.g., listening maps, active listening, checklists
MU.68.C.1.2:	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent. Remarks/Examples: e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title
MU.68.C.2.1:	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Remarks/Examples: e.g., intonation, balance, blend, phrasing, rhythm
MU.68.C.2.2:	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal. Remarks/Examples: e.g., blend, balance, ensemble playing, sonority, technique, tone quality
MU.68.S.1.3:	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4:	Sing or play melodies by ear with support from the teacher and/or peers. Remarks/Examples: e.g., melodies using traditional classroom instruments and/or voice

<p>MU.68.S.2.1:</p>	<p>Perform music from memory to demonstrate knowledge of the musical structure.</p> <p>Remarks/Examples: e.g., basic themes, patterns, tonality, melody, harmony</p>
<p>MU.68.S.2.2:</p>	<p>Transfer performance techniques from familiar to unfamiliar pieces.</p>
<p>MU.68.S.3.1:</p>	<p>Sing and/or play age-appropriate repertoire expressively.</p> <p>Remarks/Examples: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
<p>MU.68.S.3.2:</p>	<p>Demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
<p>MU.68.S.3.3:</p>	<p>Sight-read standard exercises and simple repertoire.</p> <p>Remarks/Examples: e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</p>
<p>MU.68.S.3.4:</p>	<p>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</p> <p>Remarks/Examples: e.g., error detection, interval reinforcement</p>
<p>MU.68.S.3.6:</p>	<p>Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.</p> <p>Remarks/Examples: e.g., independently, collaboratively</p>
<p>MU.68.O.1.1:</p>	<p>Compare performances of a musical work to identify artistic choices made by performers.</p> <p>Remarks/Examples: e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</p>
<p>MU.68.O.3.1:</p>	<p>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea,</p>

	<p>mood, and/or image.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</p> </div>
MU.68.O.3.2:	<p>Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.</p>
MU.68.H.1.4:	<p>Classify authentic stylistic features in music originating from various cultures.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns</p> </div>
MU.68.H.2.3:	<p>Classify the literature being studied by genre, style, and/or time period.</p>
MU.68.H.3.1:	<p>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</p> </div>
MU.68.H.3.2:	<p>Discuss how the absence of music would affect other content areas and contexts.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays</p> </div>
MU.68.F.2.1:	<p>Describe several routes a composition or performance could travel from creator to consumer.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales</p> </div>
MU.68.F.3.1:	<p>Describe how studying music can enhance citizenship, leadership, and global thinking.</p>

	<p>Remarks/Examples: e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect</p>
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.
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3:	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Vocal Ensemble 3 (#1303120)

Version for Academic Year: 2015 - 2016

Course Number: 1303120

Abbreviated Title: M/J VOCAL ENS 3

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

VERSION DESCRIPTION

Students continue to build musicianship and performance skills through the study, rehearsal, and performance of increasingly challenging, high-quality vocal ensemble literature. Student musicians strengthen their techniques, ensemble skills, music literacy, and analytical skills as they study relevant history, cultures, and music genres. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

Name	Description
MU.68.C.1.1:	Develop strategies for listening to unfamiliar musical works. Remarks/Examples: e.g., listening maps, active listening, checklists
MU.68.C.1.2:	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent. Remarks/Examples: e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title
MU.68.C.2.1:	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Remarks/Examples: e.g., intonation, balance, blend, phrasing, rhythm
MU.68.C.2.2:	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal. Remarks/Examples: e.g., blend, balance, ensemble playing, sonority, technique, tone quality
MU.68.C.3.1:	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.
MU.68.S.1.3:	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4:	Sing or play melodies by ear with support from the teacher and/or peers. Remarks/Examples:

	e.g., melodies using traditional classroom instruments and/or voice
MU.68.S.2.1:	<p>Perform music from memory to demonstrate knowledge of the musical structure.</p> <p>Remarks/Examples: e.g., basic themes, patterns, tonality, melody, harmony</p>
MU.68.S.2.2:	Transfer performance techniques from familiar to unfamiliar pieces.
MU.68.S.3.1:	<p>Sing and/or play age-appropriate repertoire expressively.</p> <p>Remarks/Examples: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
MU.68.S.3.2:	<p>Demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
MU.68.S.3.3:	<p>Sight-read standard exercises and simple repertoire.</p> <p>Remarks/Examples: e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</p>
MU.68.S.3.4:	<p>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</p> <p>Remarks/Examples: e.g., error detection, interval reinforcement</p>
MU.68.S.3.6:	<p>Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.</p> <p>Remarks/Examples: e.g., independently, collaboratively</p>
MU.68.O.1.1:	<p>Compare performances of a musical work to identify artistic choices made by performers.</p> <p>Remarks/Examples: e.g., rhythm, melody, timbre, form, tonality, harmony,</p>

	expressive elements; choral, orchestral, band, ensemble
MU.68.O.2.2:	<p>Demonstrate knowledge of major and minor tonalities through performance and composition.</p> <p>Remarks/Examples: e.g., scales; key signatures; relative major/minor; parallel major/minor</p>
MU.68.O.3.1:	<p>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</p> <p>Remarks/Examples: e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</p>
MU.68.O.3.2:	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
MU.68.H.1.1:	Describe the functions of music from various cultures and time periods.
MU.68.H.1.2:	Identify the works of representative composers within a specific style or time period.
MU.68.H.1.4:	<p>Classify authentic stylistic features in music originating from various cultures.</p> <p>Remarks/Examples: e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns</p>
MU.68.H.2.1:	Describe the influence of historical events and periods on music composition and performance.
MU.68.H.2.3:	Classify the literature being studied by genre, style, and/or time period.
MU.68.H.3.1:	<p>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.</p> <p>Remarks/Examples: e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial</p>

	music, sales and advertising, communication
MU.68.H.3.2:	<p>Discuss how the absence of music would affect other content areas and contexts.</p> <p>Remarks/Examples: e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays</p>
MU.68.F.2.2:	<p>Describe how concert attendance can financially impact a community.</p> <p>Remarks/Examples: e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants</p>
MU.68.F.3.1:	<p>Describe how studying music can enhance citizenship, leadership, and global thinking.</p> <p>Remarks/Examples: e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect</p>
MU.68.F.3.2:	<p>Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.</p>
LAFS.8.SL.1.2:	<p>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>
LAFS.8.SL.1.3:	<p>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>
LAFS.8.SL.2.4:	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
LAFS.68.RST.2.4:	<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</p>
LAFS.68.WHST.2.4:	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
LAFS.68.WHST.3.9:	<p>Draw evidence from informational texts to support analysis</p>

	reflection, and research.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Chorus 2 and Career Planning (#1303130)

Version for Academic Year: 2015 - 2016

Course Number: 1303130

Abbreviated Title: M/J CHORUS 2&CAR PLA

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

VERSION DESCRIPTION

Students build on previous choral experience to expand vocal, technical, musical and ensemble skills through rehearsal, performance, and study of high-quality choral literature. Singers focus on increasing knowledge of music theory, music literacy, and aesthetic response. In tandem with their learning opportunities in chorus, students investigate careers in a wide variety of fields guided by the competencies required by Florida Statute. 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 Notes:

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

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

- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

Name	Description
DA.68.S.2.1:	Sustain focused attention, respect, and discipline during classes and performances.
MU.68.C.1.1:	Develop strategies for listening to unfamiliar musical works. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Remarks/Examples: e.g., listening maps, active listening, checklists </div>
MU.68.C.1.4:	Identify, aurally, a variety of vocal styles and ensembles. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Remarks/Examples: </div>

	e.g., chant, spiritual, folk, opera, world, jazz, pop, solo, duet, trio, quartet, small ensembles, choirs
MU.68.C.2.1:	<p>Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.</p> <p>Remarks/Examples: e.g., intonation, balance, blend, phrasing, rhythm</p>
MU.68.C.2.2:	<p>Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.</p> <p>Remarks/Examples: e.g., blend, balance, ensemble playing, sonority, technique, tone quality</p>
MU.68.S.1.3:	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4:	<p>Sing or play melodies by ear with support from the teacher and/or peers.</p> <p>Remarks/Examples: e.g., melodies using traditional classroom instruments and/or voice</p>
MU.68.S.3.1:	<p>Sing and/or play age-appropriate repertoire expressively.</p> <p>Remarks/Examples: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
MU.68.S.3.2:	<p>Demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
MU.68.S.3.3:	<p>Sight-read standard exercises and simple repertoire.</p> <p>Remarks/Examples: e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</p>
MU.68.S.3.4:	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.

	<p>Remarks/Examples: e.g., error detection, interval reinforcement</p>
MU.68.S.3.5:	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
	Compare performances of a musical work to identify artistic choices made by performers.
MU.68.O.1.1:	<p>Remarks/Examples: e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble</p>
	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
MU.68.O.3.1:	<p>Remarks/Examples: e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration</p>
MU.68.O.3.2:	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
MU.68.H.1.5:	Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.
MU.68.H.2.3:	Classify the literature being studied by genre, style, and/or time period.
	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
MU.68.H.3.1:	<p>Remarks/Examples: e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication</p>
	Describe how concert attendance can financially impact a community.
MU.68.F.2.2:	<p>Remarks/Examples: e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants</p>
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.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Chorus 3 & Career Planning (#1303140)

Version for Academic Year: 2015 - 2016

Course Number: 1303140

Abbreviated Title: M/J CHORUS 3&CAR PL

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

VERSION DESCRIPTION

Students with previous choral experience build intermediate-level knowledge of vocal technique, musical literacy, ensemble skills, and related musical knowledge through rehearsal, performance and study of a variety of 2-, 3-, and 4-part choral literature. In tandem with their learning opportunities in chorus, students investigate careers in a wide variety of fields guided by the competencies required by Florida Statute. 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 Notes: Career and Education Planning - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes.

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

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

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

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

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

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

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

Name	Description
DA.68.S.2.1:	Sustain focused attention, respect, and discipline during classes and performances.
MU.68.C.1.1:	Develop strategies for listening to unfamiliar musical works. Remarks/Examples: e.g., listening maps, active listening, checklists
MU.68.C.1.4:	Identify, aurally, a variety of vocal styles and ensembles. Remarks/Examples: e.g., chant, spiritual, folk, opera, world, jazz, pop, solo, duet, trio, quartet, small ensembles, choirs
MU.68.C.2.1:	Critique personal performance, experiment with a variety of

	<p>solutions, and make appropriate adjustments with guidance from teachers and peers.</p> <p>Remarks/Examples: e.g., intonation, balance, blend, phrasing, rhythm</p>
MU.68.C.2.2:	<p>Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.</p> <p>Remarks/Examples: e.g., blend, balance, ensemble playing, sonority, technique, tone quality</p>
MU.68.S.1.3:	<p>Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.</p>
MU.68.S.1.4:	<p>Sing or play melodies by ear with support from the teacher and/or peers.</p> <p>Remarks/Examples: e.g., melodies using traditional classroom instruments and/or voice</p>
MU.68.S.2.2:	<p>Transfer performance techniques from familiar to unfamiliar pieces.</p>
MU.68.S.3.1:	<p>Sing and/or play age-appropriate repertoire expressively.</p> <p>Remarks/Examples: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response</p>
MU.68.S.3.2:	<p>Demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
MU.68.S.3.3:	<p>Sight-read standard exercises and simple repertoire.</p> <p>Remarks/Examples: e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols</p>
MU.68.S.3.4:	<p>Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</p> <p>Remarks/Examples:</p>

	e.g., error detection, interval reinforcement
MU.68.S.3.5:	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
MU.68.S.3.6:	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques. Remarks/Examples: e.g., independently, collaboratively
MU.68.O.1.1:	Compare performances of a musical work to identify artistic choices made by performers. Remarks/Examples: e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble
MU.68.O.3.1:	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. Remarks/Examples: e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration
MU.68.O.3.2:	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
MU.68.H.1.2:	Identify the works of representative composers within a specific style or time period.
MU.68.H.2.3:	Classify the literature being studied by genre, style, and/or time period.
MU.68.H.3.1:	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration. Remarks/Examples: e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication
MU.68.H.3.2:	Discuss how the absence of music would affect other content areas and contexts. Remarks/Examples:

	e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays
MU.68.F.2.2:	Describe how concert attendance can financially impact a community. Remarks/Examples: e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants
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.
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3:	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Music Transfer (#1300220)

Version for Academic Year: 2015 - 2016

Course Number: 1300220

Abbreviated Title: M/J MUS TRAN

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

QUALIFICATIONS

NA

COURSE STANDARDS

Name	Description
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Peer Counseling 1 (#1400000)

Version for Academic Year: 2015 - 2016

Course Number: 1400000

Abbreviated Title: M/J PEER COUN 1

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

GENERAL NOTES

The purpose of this course is to enable students to develop awareness of self and others. Emphasis will be on acquisition of basic skills for thoughtful planning, peer facilitation, effective communication and making healthy choices.

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

- Peer Facilitating
- Human Needs
- Self Awareness and Expression
- Peer Pressure
- Peer and Family Relationships
- Conflict Resolution
- Goal Setting
- Social Skills
- Active Listening
- Personal Choices
- Healthy Lifestyles
- Effects of Stress

Special Notes:

Instructional Practices

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

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.

4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
LAFS.7.RI.1.3:	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
LAFS.7.RI.3.8:	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LAFS.7.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.7.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. <ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

	<ul style="list-style-type: none"> b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
LAFS.7.SL.2.5:	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
HE.6.B.4.1:	<p>Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Role playing, short stories, and open-ended scenarios.</p> </div>
HE.6.B.4.2:	<p>Practice refusal skills and negotiation skills to reduce health risks.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Assertiveness, compromising, and use of "I" messages.</p> </div>
HE.7.B.4.1:	<p>Apply effective communication skills when interacting with others to enhance health.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Clear and concise words, nonverbal language, discussion, "I" messages, and assertive vs. passive or aggressive communication.</p> </div>
HE.7.B.4.2:	<p>Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.</p> </div>
HE.7.B.4.3:	<p>Articulate the possible causes of conflict among youth in schools and communities.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Ethnic prejudice and diversity, substance use, group dynamics,</p> </div>

	relationship issues/dating violence, gossip/rumors, and sexual identity.
HE.7.B.4.4:	<p>Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>Remarks/Examples: “I” messages, ask on behalf of a friend, written request, riding in a vehicle with someone who is intoxicated, and bullying.</p>
HE.6.B.5.1:	<p>Investigate health-related situations that require the application of a thoughtful decision-making process.</p> <p>Remarks/Examples: Peer pressure, exposure to unsupervised firearms, and tobacco use.</p>
HE.6.B.5.2:	<p>Choose healthy alternatives over unhealthy alternatives when making a decision.</p> <p>Remarks/Examples: Not smoking, limiting sedentary activity, and practicing good character.</p>
HE.7.B.5.2:	<p>Select healthy alternatives over unhealthy alternatives when making a decision.</p> <p>Remarks/Examples: Proper prescription-drug use, using safety equipment, Internet safety, and managing stress.</p>
HE.8.B.5.2:	<p>Categorize healthy and unhealthy alternatives to health-related issues or problems.</p> <p>Remarks/Examples: (Alcohol consumption, sleep requirements, physical activity, and time management.)</p>
HE.6.P.8.4:	<p>Identify ways health messages and communication techniques can be targeted for different audiences.</p> <p>Remarks/Examples: Surveys, advertisements, music, and clothing.</p>
HE.6.C.2.8:	Determine how social norms may impact healthy and unhealthy behavior.

Remarks/Examples:

Alcohol, tobacco and inhalant-use, bullying behaviors, and walking/biking vs. riding in a vehicle to a close location.

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

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

M/J Peer Counseling 2 (#1400010)

Version for Academic Year: 2015 - 2016

Course Number: 1400010

Abbreviated Title: M/J PEER COUN 2

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

GENERAL NOTES

The purpose of this course is to enable students to further develop awareness of self and others. Emphasis will be on acquisition of intermediate level skills for thoughtful planning, peer facilitation, effective communication and making healthy choices.

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

- Peer Facilitating
- Behavioral Dynamics
- Human Needs
- Group Dynamics
- Leadership Skills
- Intra/Interpersonal Skills
- Peer and Family Relationships
- Conflict Resolution
- School/Community Resources
- Mediation
- Effective Communication
- Problem Solving

Special Notes:

Instructional Practices

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

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.

4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
LAFS.7.RI.1.3:	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
LAFS.7.RI.3.8:	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LAFS.7.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others’

questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
 d. Acknowledge new information expressed by others and, when warranted, modify their own views.

[LAFS.7.SL.2.5:](#)

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

[LAFS.68.WHST.2.6:](#)

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

[LAFS.68.WHST.3.8:](#)

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Examine the validity of health information, and determine the cost of health products, and services.

[HE.6.B.3.1:](#)

Remarks/Examples:

Advertisements, Internet, infomercials, articles, flyers, diet supplements, generic vs. name brand, individual fitness plan vs. gym membership, and private lessons vs. recreational play.

[HE.7.B.3.1:](#)

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

Remarks/Examples:

Advertisements, health-claim articles, personal-care product claims, and tobacco-use information, internet searches, store visits, newspaper use, phonebook search, and personal call to sources for information.

[HE.8.B.3.2:](#)

Analyze the accessibility, validity, and reliability of products and services that enhance home, school, and community health.

Remarks/Examples:

Reliability of advertisements, articles, infomercials, and web-based products; health department; community agencies; and prescribed medications vs. over-the-counter.

[HE.6.C.1.2:](#)

Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated.

Remarks/Examples:

Nutrition/mental alertness, interpersonal conflicts/emotional stress, sleep/physical stamina, and hunger/solving problems.

HE.6.B.4.1:	<p>Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health.</p> <p>Remarks/Examples: Role playing, short stories, and open-ended scenarios.</p>
HE.6.B.4.2:	<p>Practice refusal skills and negotiation skills to reduce health risks.</p> <p>Remarks/Examples: Assertiveness, compromising, and use of "I" messages.</p>
HE.6.B.4.3:	<p>Demonstrate effective conflict-management and/or resolution strategies.</p> <p>Remarks/Examples: Talk to an adult, anger management, and conflict mediation.</p>
HE.7.B.4.1:	<p>Apply effective communication skills when interacting with others to enhance health.</p> <p>Remarks/Examples: Clear and concise words, nonverbal language, discussion, "I" messages, and assertive vs. passive or aggressive communication.</p>
HE.7.B.4.2:	<p>Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks.</p> <p>Remarks/Examples: Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.</p>
HE.7.B.4.4:	<p>Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>Remarks/Examples: "I" messages, ask on behalf of a friend, written request, riding in a vehicle with someone who is intoxicated, and bullying.</p>
HE.6.B.5.1:	<p>Investigate health-related situations that require the application of a thoughtful decision-making process.</p> <p>Remarks/Examples: Peer pressure, exposure to unsupervised firearms, and tobacco use.</p>
HE.6.B.5.2:	<p>Choose healthy alternatives over unhealthy alternatives when making a decision.</p>

	<p>Remarks/Examples: Not smoking, limiting sedentary activity, and practicing good character.</p>
<p>HE.6.B.5.3:</p>	<p>Specify the potential outcomes of each option when making a health-related decision.</p> <p>Remarks/Examples: Physical, social, emotional, financial, and legal consequences, and emergency preparedness.</p>
<p>HE.7.B.5.2:</p>	<p>Select healthy alternatives over unhealthy alternatives when making a decision.</p> <p>Remarks/Examples: Proper prescription-drug use, using safety equipment, Internet safety, and managing stress.</p>
<p>HE.8.B.5.2:</p>	<p>Categorize healthy and unhealthy alternatives to health-related issues or problems.</p> <p>Remarks/Examples: (Alcohol consumption, sleep requirements, physical activity, and time management.)</p>
<p>HE.6.B.6.2:</p>	<p>Develop an individual goal to adopt, maintain, or improve a personal health practice.</p> <p>Remarks/Examples: Physical activity, eating habits, safety habits, computer use/safety, bullying-prevention skills, and personal hygiene.</p>
<p>HE.6.P.7.1:</p>	<p>Explain the importance of assuming responsibility for personal-health behaviors.</p> <p>Remarks/Examples: Medical/dental checkups, resisting peer pressure, and healthy relationships.</p>
<p>HE.7.P.7.1:</p>	<p>Examine the importance of assuming responsibility for personal-health behaviors.</p> <p>Remarks/Examples: Physical activity, eating habits, stress management, quality of life, sexual behaviors, and adequate sleep.</p>
<p>HE.6.P.8.1:</p>	<p>Practice how to influence and support others when making positive</p>

	<p>health choices.</p> <p>Remarks/Examples: Encourage others to read food labels, promote physical activity, encourage practice of universal precautions, and leading by example.</p>
HE.6.P.8.3:	<p>Work cooperatively to advocate for healthy individuals, families, and schools.</p> <p>Remarks/Examples: Media campaigns, posters, skits, and PSAs.</p>
HE.7.P.8.3:	<p>Work cooperatively to advocate for healthy individuals, peers, and families.</p> <p>Remarks/Examples: Assist with or conduct needs assessments, write advocacy letters, and volunteer at information kiosks.</p>
HE.8.P.8.3:	<p>Work cooperatively to advocate for healthy individuals, peers, families, and schools.</p> <p>Remarks/Examples: Promote community initiatives; create media campaigns, peer-led prevention campaigns, and school wellness councils.</p>
HE.8.C.2.3:	<p>Analyze how the school and community may influence adolescent health.</p> <p>Remarks/Examples: Drug-abuse education programs, volunteering opportunities, and availability of recreational facilities/programs.</p>
HE.8.C.2.8:	<p>Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>Remarks/Examples: Sexual abstinence, prescription-drug use, marijuana use, and perception that certain abusive-relationship behaviors are “normal.”</p>
HE.7.C.2.9:	<p>Explain the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.</p> <p>Remarks/Examples: Social conformity, social status/appearance, experimentation</p>

	with drugs, food relationships, and spirituality.
HE.6.C.2.2:	<p>Examine how peers influence the health of adolescents.</p> <p>Remarks/Examples: Conflict resolution skills, reproductive-health misinformation, and spreading rumors.</p>
HE.6.C.2.3:	<p>Identify the impact of health information conveyed to students by the school and community.</p> <p>Remarks/Examples: First-aid education program, refusal-skills practice, and healthy body composition: BMI.</p>
HE.6.C.2.6:	<p>Propose ways that technology can influence peer and community health behaviors.</p> <p>Remarks/Examples: Internet social media/networking sites, heart-rate monitors, and cross-walk signals.</p>
HE.6.C.2.9:	<p>Identify the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.</p> <p>Remarks/Examples: Curiosity, interests, fears, likes, and dislikes.</p>
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Research 1 (#1700000)

Version for Academic Year: 2015 - 2016

Course Number: 1700000

Abbreviated Title: M/J RESEARCH 1

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

GENERAL NOTES

The purpose of this course is to enable students to develop basic knowledge and skills in the research process with emphasis on determining and refining research questions.

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

- research process
- research topics
- research questions and hypotheses
- definition, analysis, and evaluation of research questions
- review of literature and other resources
- formulation of hypotheses
- report formats, styles, and content
- directed investigations
- critical analysis of research
- a major research project, preferably cross-disciplinary

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

LAFS.6.W.1.1 Write arguments to support claims with clear reasons and relevant evidence.

LAFS.6.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

Name	Description
SC.6.N.1.1:	<p>Define a problem from the sixth grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.</p> <div data-bbox="544 682 1369 919" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Florida Standards Connections: LAFS.68.RST.1.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> </div>
SS.6.W.1.4:	<p>Describe the methods of historical inquiry and how history relates to the other social sciences.</p> <div data-bbox="544 1003 1369 1165" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Examples are archaeology, geography, political science, economics.</p> </div>
SS.6.W.1.5:	<p>Describe the roles of historians and recognize varying historical interpretations (historiography).</p>
LAFS.6.RL.1.1:	<p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
LAFS.6.RL.1.2:	<p>Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>
LAFS.6.RI.3.8:	<p>Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
LAFS.6.RI.3.9:	<p>Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>
LAFS.6.W.3.8:	<p>Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>

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

[LAFS.6.W.3.9:](#)

- a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
- b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

[LAFS.6.W.4.10:](#)

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

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

[LAFS.6.SL.1.1:](#)

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

[LAFS.6.SL.2.4:](#)

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[LAFS.6.L.1.1:](#)

- a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- b. Use intensive pronouns (e.g., *myself*, *ourselves*).

	<ul style="list-style-type: none"> c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
LAFS.6.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly.
LAFS.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LAFS.68.RST.1.1:	Cite specific textual evidence to support analysis of science and technical texts.
LAFS.68.RST.1.2:	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
MAFS.K12.MP.1.1:	<p>Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify</p>

	<p>correspondences between different approaches.</p> <p>Construct viable arguments and critique the reasoning of others.</p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>
MAFS.K12.MP.3.1:	
	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
MAFS.K12.MP.6.1:	
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.
LAFS.6.W.1.1a:	Introduce claim(s) and organize the reasons and evidence clearly.
LAFS.6.W.1.1b:	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

LAFS.6.W.1.1d:	Establish and maintain a formal style.
LAFS.6.W.1.2b:	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
LAFS.6.W.1.2e:	Establish and maintain a formal style.
LAFS.68.WHST.1.1a:	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LAFS.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

M/J Research 2 (#1700010)

Version for Academic Year: 2015 - 2016

Course Number: 1700010

Abbreviated Title: M/J RESEARCH 2

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

GENERAL NOTES

The purpose of this course is to enable students to develop proficient knowledge and skills in the research process with emphasis on appropriate research design.

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

- research process
- experimental, descriptive, and historical research
- legal and ethical issues in research-research questions and hypotheses
- review of literature and other resources-report formats, styles, and content-investigations
- critical analysis of research
- a major research project, preferably cross-disciplinary

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

LAFS.7.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

LAFS.7.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

Name	Description
LAFS.7.RL.1.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.7.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LAFS.7.RI.3.8:	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LAFS.7.RI.3.9:	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
LAFS.7.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.7.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.7.W.2.6:	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
LAFS.7.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
LAFS.7.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.7.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes,

	and audiences.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.7.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of phrases and clauses in general and their function in specific sentences. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
LAFS.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LAFS.68.RST.1.1:	Cite specific textual evidence to support analysis of science and technical texts.
LAFS.68.RST.1.2:	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
MAFS.K12.MP.1.1:	<p>Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the</p>

	approaches of others to solving complex problems and identify correspondences between different approaches.
	<p>Construct viable arguments and critique the reasoning of others.</p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>
MAFS.K12.MP.3.1:	
	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
MAFS.K12.MP.6.1:	
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.
LAFS.7.W.1.1a:	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
LAFS.7.W.1.1b:	Support claim(s) with logical reasoning and relevant evidence,

	using accurate, credible sources and demonstrating an understanding of the topic or text.
LAFS.7.W.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
LAFS.7.W.1.1d:	Establish and maintain a formal style.
LAFS.7.W.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.7.W.1.2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
LAFS.68.WHST.1.1a:	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LAFS.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

M/J Research 3 (#1700020)

Version for Academic Year: 2015 - 2016

Course Number: 1700020

Abbreviated Title: M/J RESEARCH 3

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

GENERAL NOTES

The purpose of this course is to enable students to develop advanced knowledge and skills in the research process with emphasis on data collection and analysis.

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

- research process
- research questions and hypotheses
- review of literature and other resources
- legal and ethical issues in research
- research design
- data collection, analysis, and statistics
- interpretation of results
- application of findings
- report formats, styles, and content
- investigations
- critical analysis of research
- a major research project, preferably cross-curricular

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

LAFS.8.W.1.1 Write arguments to support claims with clear reasons and relevant evidence.

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

LAFS.8.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.8.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LAFS.68.WHST.1.1 Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

Name	Description
SC.8.N.1.1:	Define a problem from the eighth grade curriculum using appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.
SC.8.N.1.4:	Explain how hypotheses are valuable if they lead to further investigations, even if they turn out not to be supported by the data.
SC.8.N.1.6:	<p>Understand that scientific investigations involve the collection of relevant empirical evidence, the use of logical reasoning, and the application of imagination in devising hypotheses, predictions, explanations and models to make sense of the collected evidence.</p> <div data-bbox="544 1507 1429 1675" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Florida Standards Connections: MAFS.K12.MP.4: Model with mathematics.</p> </div>
SS.8.A.1.1:	<p>Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.</p> <div data-bbox="544 1791 1429 1873" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples:</p> </div>

	Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model
SS.8.A.1.4:	Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.
LAFS.8.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LAFS.8.W.3.9:	<ol style="list-style-type: none"> a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
LAFS.8.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.8.SL.2.5:	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LAFS.68.RH.1.3:	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LAFS.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LAFS.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LAFS.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.

LAFS.68.RST.1.1:	Cite specific textual evidence to support analysis of science and technical texts.
LAFS.68.RST.1.2:	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
LAFS.68.RST.1.3:	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
LAFS.68.RST.3.7:	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
LAFS.68.RST.3.8:	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
LAFS.68.RST.3.9:	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
	<p>Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
MAFS.K12.MP.1.1:	
	<p>Construct viable arguments and critique the reasoning of others.</p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can</p>
MAFS.K12.MP.3.1:	

recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Attend to precision.

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

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

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

[LAFS.8.W.1.1e:](#)

[LAFS.8.W.1.2b:](#)

[LAFS.68.WHST.1.1a:](#)

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

Provide a concluding statement or section that follows from and supports the argument presented.

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

Career Research and Decision Making (#1700060)

Version for Academic Year: 2015 - 2016

Course Number: 1700060

Abbreviated Title: CAR RESA&DECI MAK S

Course Length: Semester (S)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

GENERAL NOTES

The purpose of this course is to enable students to explore careers/career clusters and make informed career choices. Activities enable students to increase self-awareness and develop the skills needed to successfully plan for postsecondary education and the workplace. Career assessment should include interests, aptitudes, and basic skills. Work-based learning strategies appropriate for this course include job shadowing, field trips, and mentors. Work-based activities allow students to evaluate their career choices as they relate to actual careers at the worksite.

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

- Self-awareness to include interests, values, skills, learning styles, etc.
- Goal-setting and decision-making processes
- Exploring careers/career clusters and educational requirements
- Postsecondary education and training opportunities
- Workplace skills such as communication, teamwork, problem-solving, time management, computer, etc.
- Career and education planning

Special Note:

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

Listed below are the competencies that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes:

1. Describe the influences that societal, economic, and technological changes have on employment trends and future training.
2. Develop skills to locate, evaluate, and interpret career information.

3. Identify and demonstrate processes for making short and long term goals.
4. Demonstrate employability skills such as working in a group, problem-solving and organizational skills.
5. Understand the relationship between educational achievement and career choices/postsecondary options.
6. Identify a career cluster and related pathways that match career and education goals.
7. Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
8. Demonstrate knowledge of technology and its application in career fields/clusters.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
LAFS.6.RI.1.1:	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.6.RI.1.2:	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LAFS.6.RI.2.5:	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LAFS.6.RI.2.6:	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
LAFS.6.RI.3.7:	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

LAFS.6.RI.3.8:	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.RI.3.9:	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
LAFS.7.RI.1.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.7.RI.1.2:	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
LAFS.7.RI.2.5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
LAFS.7.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
LAFS.7.RI.3.8:	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LAFS.7.RI.3.9:	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
LAFS.8.RI.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.8.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LAFS.8.RI.2.5:	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
LAFS.8.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
LAFS.8.RI.3.7:	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LAFS.8.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
LAFS.8.RI.3.9:	Analyze a case in which two or more texts provide conflicting

	<p>information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>
LAFS.6.W.1.1:	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.
LAFS.6.W.1.2:	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.
LAFS.6.W.2.4:	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
LAFS.6.W.2.6:	<p>Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>
LAFS.6.W.3.7:	<p>Conduct short research projects to answer a question, drawing on</p>

	several sources and refocusing the inquiry when appropriate.
LAFS.6.W.3.8:	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
LAFS.7.W.1.1:	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.7.W.1.2:	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.7.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.7.W.2.6:	Use technology, including the Internet, to produce and publish

	<p>writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>
LAFS.7.W.3.7:	<p>Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>
LAFS.7.W.3.8:	<p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
LAFS.8.W.1.1:	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.8.W.1.2:	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from

	and supports the information or explanation presented.
LAFS.8.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.8.W.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LAFS.8.W.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LAFS.8.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.2.5:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.2.5:	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LAFS.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LAFS.8.SL.2.5:	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LAFS.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LAFS.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LAFS.68.RH.2.5:	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LAFS.68.RH.2.6:	Identify aspects of a text that reveal an author’s point of view or

	purpose (e.g., loaded language, inclusion or avoidance of particular facts).
LAFS.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LAFS.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LAFS.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
LAFS.68.RST.1.1:	Cite specific textual evidence to support analysis of science and technical texts.
LAFS.68.RST.3.7:	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
LAFS.68.RST.3.8:	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
LAFS.68.RST.3.9:	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
LAFS.68.WHST.1.1:	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.68.WHST.3.7:	Conduct short research projects to answer a question (including a

	self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
HE.6.B.4.3:	Demonstrate effective conflict-management and/or resolution strategies. Remarks/Examples: Talk to an adult, anger management, and conflict mediation.
HE.7.B.4.3:	Articulate the possible causes of conflict among youth in schools and communities. Remarks/Examples: Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.
HE.8.B.4.3:	Examine the possible causes of conflict among youth in schools and communities. Remarks/Examples: Relationships, territory, jealousy, and gossip/rumors.
HE.6.B.5.2:	Choose healthy alternatives over unhealthy alternatives when making a decision. Remarks/Examples: Not smoking, limiting sedentary activity, and practicing good character.
HE.7.B.5.2:	Select healthy alternatives over unhealthy alternatives when making a decision. Remarks/Examples: Proper prescription-drug use, using safety equipment, Internet safety, and managing stress.
HE.8.B.5.2:	Categorize healthy and unhealthy alternatives to health-related issues or problems. Remarks/Examples: (Alcohol consumption, sleep requirements, physical activity, and time management.)
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional

purposes within the school setting.

M/J Critical Thinking, Problem Solving, and Learning Strategies (#1700100)

Version for Academic Year: 2015 - 2016

Course Number: 1700100

Abbreviated Title: M/J CRIT THINK

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

GENERAL NOTES

The purpose of this course is to enable students to develop learning strategies, critical-thinking skills, and problem-solving skills to enhance their performance in academic and nonacademic endeavors.

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

- strategies for acquiring, storing, and retrieving information
- strategies for oral and written communication
- critical-thinking operations, processes, and enabling skills
- problem-solving skills and strategies
- strategies for linking new information with prior knowledge

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

LAFS.7.W.1.1: Write arguments to support claims with clear reasons and relevant evidence.

Name	Description
SC.7.N.1.1:	<p>Define a problem from the seventh grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.</p> <div data-bbox="516 541 1369 762" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples:</p> <p>Florida Standards Connections: LAFS.68.RST.1.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> </div>
SC.7.N.1.4:	Identify test variables (independent variables) and outcome variables (dependent variables) in an experiment.
SC.7.N.1.7:	Explain that scientific knowledge is the result of a great deal of debate and confirmation within the science community.
LAFS.7.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
LAFS.7.RI.1.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.7.RI.2.6:	Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
LAFS.7.RI.3.7:	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
LAFS.7.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.7.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

LAFS.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LAFS.68.RST.1.1:	Cite specific textual evidence to support analysis of science and technical texts.
LAFS.68.RST.1.2:	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
LAFS.68.RST.1.3:	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
MAFS.K12.MP.1.1:	<p>Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
MAFS.K12.MP.3.1:	<p>Construct viable arguments and critique the reasoning of others.</p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which</p>

the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Attend to precision.

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

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

[LAFS.7.W.1.2a:](#) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

[LAFS.7.W.1.2b:](#) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

[LAFS.7.SL.1.1b:](#) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

[LAFS.7.SL.1.1c:](#) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

[LAFS.7.SL.1.1d:](#) Acknowledge new information expressed by others and, when warranted, modify their own views.

M/J AVID 6th (#1700110)

Version for Academic Year: 2015 - 2016

Course Number: 1700110

Abbreviated Title: M/J AVID 6TH

Course Status: Draft - Course Pending Approval

Grade Level(s): 6

VERSION DESCRIPTION

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

The sixth grade AVID Elective course is an introduction to the AVID philosophy. Students will develop awareness of the values accompanying academic goals and success. The course will focus on building self-confidence and communication skills in working with peers and adults. Students will be exposed to reading strategies that will assist in vocabulary building and understanding a variety of texts, and will also focus on prewriting techniques, summary writing and structural components of note-taking. The students will increase college and career awareness through guest speaker presentations, field trip opportunities and research.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

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

Related Avid Standards

Domain CD: Character Development

Cluster 1 Self-Awareness

The student will:

AV.6.CD.1.1 - develop an understanding of SLANT interactions (Sit in the Front, Lean Forward, Ask Questions, Nod your Head, Talk to the Teacher) and apply strategy in all classes

AV.6.CD.1.2 - develop awareness of proper behaviors in varied settings

AV.6.CD.1.3 - complete self-evaluations about conflict management, personal behavior,

accomplishments and interactions with others

Cluster 2 Goals

The student will:

AV.6.CD.2.1 - understand how to calculate grade point average

AV.6.CD.2.2 - create an academic six-year plan for secondary education

AV.6.CD.2.3 - read short biographies or articles that focus on goal setting

AV.6.CD.2.4 - understand how to set goals using GPA (Goal, Plan, Action) outline

AV.6.CD.2.5 - monitor guide lines of AVID school contract, in order to fulfill requirements

AV.6.CD.2.6 - practice setting intermediate and short-range goals with GPA outlines, projects, reading assignments, and/or homework

Cluster 3 Community and School Involvement

The student will:

AV.6.CD.3.1 - identify various opportunities to become involved in and contribute to the school/community

Domain COMM: Communication

Cluster 1 Speaking

The student will:

AV.6.COMM.1.1 - understand basic terminology associated with public speaking

AV.6.COMM.1.2 - practice monitoring word choice when speaking

AV.6.COMM.1.3 - understand proper adult salutations (Dr., Mrs., Ms., etc.)

AV.6.COMM.1.4 - develop awareness of nonverbal communication when speaking

AV.6.COMM.1.5 - participate in impromptu speeches to build confidence in public speaking

AV.6.COMM.1.6 - practice speaking skills in front of small groups

Domain WRI: Writing

Cluster 1 The Writing Process

The student will:

AV.6.WRI.1.1 - use pre-writing techniques to brainstorm ideas for writing

AV.6.WRI.1.2 - revise drafts or writing to improve and clarify

AV.6.WRI.1.3 - edit students' essays, especially checking for errors in capitalization and pronoun usage

AV.6.WRI.1.4 - utilize rubrics to self-evaluate writing

Cluster 2 Writing Skills

The student will:

AV.6.WRI.2.1 - understand strategies to write effective paragraphs

AV.6.WRI.2.2 - apply strategies to build and expand on vocabulary/word choice

AV.6.WRI.2.3 - effectively use pronouns in writing

AV.6.WRI.2.4 - use proper capitalization in writing

Cluster 3 Writing Applications

The student will:

AV.6.WRI.3.1 - develop and strengthen writing through the creation of a narrative essay

AV.6.WRI.3.2 - develop and strengthen writing through the creation of an expository essay

Cluster 4 Writing to Learn

The student will:

AV.6.WRI.4.1 - write summaries which include only the most important information

AV.6.WRI.4.2 - reflect on learning from all content areas through the use of learning logs

Domain INQ: Inquiry

Cluster 1 Costa's Levels of Thinking

The student will:

AV.6.INQ.1.1 - develop an awareness of Costa's Levels of Thinking and/or Bloom's Taxonomy

Cluster 2 Tutorials

The student will:

AV.6.INQ.2.1 - establish a foundational understanding for collaborative tutorial skills

AV.6.INQ.2.2 - participate in academic tutorials with peers as group members and college tutors as facilitators, twice per week

Cluster 3 Socratic Seminar and Philosophical Chairs

The student will:

AV.6.INQ.3.1 - introduce the basic components of Philosophical Chairs and Socratic Seminars using topics based on student interest

AV.6.INQ.3.2 - compare and contrast one author's presentation of events with that of another (e.g., a memoir written by an author and a biography of the same person) in a Socratic Seminar or Philosophical Chairs discussion

AV.6.INQ.3.3 - Integrate information presented in different media or formats (e.g., visually, quantitatively), as well as in words, to develop a coherent understanding of a topic or issue in a Socratic Seminar or Philosophical Chairs discussion

Domain COLL: Collaboration

Cluster 1 Collaborative Skills

The student will:

AV.6.COLL.1.1 - participate in team building lessons to learn about valuing and effectively working with others

AV.6.COLL.1.2 - follow established rules for engaging in collaborative activities

AV.6.COLL.1.3 - engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners

Domain ORG: Organization

Cluster 1 Organization and Time Management

The student will:

AV.6.ORG.1.1 - develop and maintain an organized binder, divided by subjects, which

includes a supply pouch and other academically useful materials

AV.6.ORG.1.2 - keep calendars and/or planners for each class which show assignments

AV.6.ORG.1.3 - begin an academic portfolio, demonstrating personal and academic growth

AV.6.ORG.1.4 - publish final versions of writing for the academic portfolio

Cluster 2 Note-Taking

The student will:

AV.6.ORG.2.1 - understand the history and functionality of the Cornell note-taking method

AV.6.ORG.2.2 - utilize Cornell note-taking methods in most classes

AV.6.ORG.2.3 - take four to nine pages of quality Cornell notes per week

AV.6.ORG.2.4 - develop an understanding of the organization surrounding right-column notes

AV.6.ORG.2.5 - develop an understanding of the organization surrounding left-column notes for main ideas and questions

AV.6.ORG.2.6 - develop an understanding of the summary in Cornell note-taking

Cluster 3 Research and Technology

The student will:

AV.6.ORG.3.1 - use technology in assignments and presentations

Cluster 4 Test Preparation and Test-Taking

The student will:

AV.6.ORG.4.1 - develop an understanding of how to prepare for content area final exams, focusing on before, during and after an exam

Domain REA: Reading

Cluster 1 Vocabulary

The student will:

AV.6.REA.1.1 - identify key vocabulary while reading

Cluster 2 Textual Analysis

The student will:

AV.6.REA.2.1 - read and discuss various examples of text, including, but not limited to, articles from magazines and newspapers

AV.6.REA.2.2 - determine the main idea of grade appropriate text

AV.6.REA.2.3 - use multiple reading strategies, including but not limited to, Marking the Text and numbering paragraphs to better understand text

AV.6.REA.2.4 - summarize informational text

AV.6.REA.2.5 - develop awareness of visuals (captions, illustrations, etc.)

Domain CR: College Readiness

Cluster 1 Guest Speakers

The student will:

AV.6.CR.1.1 - choose guest speakers who represent careers of interest and prepare

questions for the speakers with teacher support

AV.6.CR.1.2 - use listening skills during presentations by guest speakers, regarding career preparation and attendance at four-year colleges and universities

AV.6.CR.1.3 - write to reflect on learning from guest speaker presentations

Cluster 2 Field Trips

The student will:

AV.6.CR.2.1 - participate in field trips, such as visiting a career/technical education center, community college or cultural/arts venue

AV.6.CR.2.2 - use skills of listening and observing during field trip experiences

AV.6.CR.2.3 - write to reflect on learning from field trip experience(s)

Cluster 3 College and Career Knowledge

The student will:

AV.6.CR.3.1 - use technology to understand differences in postsecondary institutions

GENERAL NOTES

Special Note: Skills acquired in this course will be implemented by the student across the curriculum. M/J Advancement Via Individual Determination 6 (M/J AVID 6) is a rigorous course offered by AVID Center, and content must be provided as specified by AVID Center. Students who are successful in this course will be on the appropriate pathway to success in M/J AVID 7 and M/J AVID 8. Teachers must receive training from AVID Center to teach this course.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

VERSION REQUIREMENTS

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

COURSE STANDARDS

Name	Description
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J AVID 7th (#1700120)

Version for Academic Year: 2015 - 2016

Course Number: 1700120

Abbreviated Title: M/J AVID 7TH

Course Status: Draft - Course Pending Approval

Grade Level(s): 7

VERSION DESCRIPTION

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

The seventh grade AVID Elective course builds upon the components of the AVID philosophy. Students will refine short- and long-term goals, and as a result, begin to understand the value in taking charge of their actions. Students will start working on intrapersonal and interpersonal skills, as well as formal and informal speech. Students will complete self-evaluations and peer evaluations, related to reading, writing, organization, and speaking. In broadening their writing practice, students will begin considering audience, purpose and form in their writing. Students will take an active role in their learning, understanding the roles of all members in assignments and collaborative lessons. They will expand their knowledge bases of note-taking, in relation to studying and test preparation. Students will be exposed to different field trips, guest speakers and research, to increase their knowledge of college and career options.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

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

Related Avid Standards

Domain CD: Character Development

Cluster 1 Self-Awareness

The student will:

AV.7.CD.1.1 - utilize SLANT interactions in all classes

AV.7.CD.1.2 - utilize proper interpersonal skills, such as proper introductions and handshakes

AV.7.CD.1.3 - complete and analyze self-evaluations about learning styles, emotions and personal behaviors

AV.7.CD.1.4 - differentiate between the three basic learning styles (auditory, visual, kinesthetic)

AV.7.CD.1.5 - monitor personal decision-making as a representative of AVID

AV.7.CD.1.6 - recognize and share personal accomplishments

Cluster 2 Goals

The student will:

AV.7.CD.2.1 - calculate grade point average and set academic goals for success, being sure to monitor goals at the end of each grading period

AV.7.CD.2.2 - review and refine academic six-year plan for secondary education with teachers, guidance counselors, especially during registration for eighth-grade courses

AV.7.CD.2.3 - create an action plan to identify goals for attending a college or university

AV.7.CD.2.4 - understand the difference between goals and wishes

AV.7.CD.2.5 - differentiate between and write long-range, mid-range and short-range goals

AV.7.CD.2.6 - monitor guidelines of AVID school contract, in order to fulfill requirements

AV.7.CD.2.7 - identify and confront barriers in goal setting and accomplishing goals

Cluster 3 Community and School Involvement

The student will:

AV.7.CD.3.1 - participate in a variety of school activities/clubs and community service opportunities throughout the year

Cluster 4 Ownership of Learning

The student will:

AV.7.CD.4.1 - access grades online or from teachers on a regular basis

AV.7.CD.4.2 - analyze grade reports to create a study/action plan for continued academic improvement

Domain COMM: Communication

Cluster 1 Speaking

The student will:

AV.7.COMM.1.1 - understand intermediate terminology associated with public speaking

AV.7.COMM.1.2 - practice varying word choice and tone when speaking

AV.7.COMM.1.3 - utilize proper adult salutations (Dr., Mrs., Ms., etc.)

AV.7.COMM.1.4 - develop awareness of nonverbal communication when speaking, including body language and eye contact

AV.7.COMM.1.5 - understand the difference between a formal and informal speech

AV.7.COMM.1.6 - present a personal speech to build confidence in public speaking

AV.7.COMM.1.7 - draft, edit, revise and present written speeches on various topics

AV.7.COMM.1.8 - practice speaking skills in front of small groups

Cluster 2 Listening

The student will:

AV.7.COMM.2.1 - create rubrics to evaluate speeches

AV.7.COMM.2.2 - pose questions to the presenter

AV.7.COMM.2.3 - understand the difference between hearing and listening, and practice how to be a "critical listener" by taking Cornell notes and reflecting with class

Domain WRI: Writing

Cluster 1 The Writing Process

The student will:

AV.7.WRI.1.1 - use graphic organizers and quick-writes to prepare for writing assignments

AV.7.WRI.1.2 - analyze prompts, in order to effectively respond to writing assignments

AV.7.WRI.1.3 - begin considering the audience, purpose and form for writing assignments

AV.7.WRI.1.4 - in collaborative groups, revise drafts or writing to improve and clarify

AV.7.WRI.1.5 - edit student's essays, especially checking for errors in capitalization and pronoun usage

AV.7.WRI.1.6 - use common editing marks during the editing process

AV.7.WRI.1.7 - utilize rubrics to self-evaluate and peer evaluate work

AV.7.WRI.1.8 - reflect on one's own writing to encourage continual growth

Cluster 2 Writing Skills

The student will:

AV.7.WRI.2.1 - develop a clear thesis for expository writing

AV.7.WRI.2.2 - engage and orient the reader by establishing a context and point of view through the development of a strong introduction

AV.7.WRI.2.3 - apply strategies to build and expand on vocabulary/word choice

AV.7.WRI.2.4 - apply strategies to develop ideas and use specific details

AV.7.WRI.2.5 - effectively use pronouns in writing

AV.7.WRI.2.6 - use proper capitalization in writing

Cluster 3 Writing Applications

The student will:

AV.7.WRI.3.1 - develop and strengthen writing through the creation of an informational essay

AV.7.WRI.3.2 - develop and strengthen writing through the creation of an memoir essay

AV.7.WRI.3.3 - use writing activities from content area classes to practice, develop and refine writing skills

Cluster 4 Writing to Learn

The student will:

AV.7.WRI.4.1 - compose well-written summaries using the writer's own words not copying the original text

AV.7.WRI.4.2 - differentiate between a summary and a reflection

AV.7.WRI.4.3 - use a variety of models to complete weekly learning logs that include thoughts, reactions and responses to class content

AV.7.WRI.4.4 - write self-reflections on presentations, speeches and field trips

Domain INQ: Inquiry

Cluster 1 Costa's Levels of Thinking

The student will:

AV.7.INQ.1.1 - deepen understanding of Costa's Levels of Thinking and/or Bloom's Taxonomy by recognizing differences between the levels

Cluster 2 Tutorials

The student will:

AV.7.INQ.2.1 - understand and utilize 10 Steps in the Tutorial Process

AV.7.INQ.2.2 - understand roles of all participants in academic tutorials with peers as group members and college tutors as facilitators, twice per week

AV.7.INQ.2.3 - complete the Tutorial Request Form (TRF), including heading, source, academic vocabulary, point of confusion and level 2 question(s), prior to class

AV.7.INQ.2.4 - assume appropriate roles(student presenter or group member) during the tutorial process. The student presenter will explain new understanding of their question, and the group members will ask clarifying questions.

AV.7.INQ.2.5 - develop thought provoking questions, in order to actively participate in academic tutorials

Cluster 3 Socratic Seminar and Philosophical Chairs

The student will:

AV.7.INQ.3.1 - actively participate in and evaluate the process of Philosophical Chairs and/or Socratic Seminar, selecting topics/articles as appropriate

AV.7.INQ.3.2 - analyze how two or more authors, writing about the same topic, shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts in a Socratic Seminar or Philosophical Chairs discussion

AV.7.INQ.3.3 - compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words) in a Socratic Seminar or Philosophical Chairs discussion

Domain COLL: Collaboration

Cluster 1 Collaborative Skills

The student will:

AV.7.COLL.1.1 - foster trust building skills by working with partners to complete a specified task

AV.7.COLL.1.2 - enhance understanding of collaboration by working in groups during team building and motivational activities of problem solving

AV.7.COLL.1.3 - participates in group discussions and reflections based on collaborative work (e.g., Think-Pair-Share, Jigsaw, Numbered Heads)

AV.7.COLL.1.4 - acknowledges new information expressed by others and, when warranted, modify views accordingly

AV.7.COLL.1.5 - engage in dialogue with a large, teacher-supported group discussion, to gain a deeper understanding of the topic discussed and the process used

AV.7.COLL.1.6 - refine inquiry, listening, and oral communication skills through a variety of activities, including tutorials, presentations, Socratic Seminars, and Philosophical Chairs

Domain ORG: Organization

Cluster 1 Organization and Time Management

The student will:

AV.7.ORG.1.1 - develop and maintain an organized binder, divided by subjects, which includes a supply pouch and other academically useful materials

AV.7.ORG.1.2 - reorganize the binder at the end of each grading period

AV.7.ORG.1.3 - utilize an assignment log or calendar, which shows when assignments are due, when assignments are completed and submitted, and the grade each assignment received for each class

AV.7.ORG.1.4 - evaluate personal time management habits and monitor effectiveness accordingly

AV.7.ORG.1.5 - continue compiling an academic portfolio demonstrating personal and academic growth

AV.7.ORG.1.6 - complete reflection/ learning log and present on contributions to academic portfolio

AV.7.ORG.1.7 - publish final versions of writing for the academic portfolio

Cluster 2 Note-Taking

The student will:

AV.7.ORG.2.1 - develop a basic understanding pertaining to the components of the CORNELL WAY focused note-taking process

AV.7.ORG.2.2 - take notes for each core class on a weekly basis

AV.7.ORG.2.3 - take seven to twelve pages of quality Cornell notes per week

AV.7.ORG.2.4 - understand how to utilize Cornell notes as a study tool

AV.7.ORG.2.5 - have notes available during tutorials to support questioning

AV.7.ORG.2.6 - understand how to identify important points, use abbreviations, and use shorthand in the right column of Cornell notes

AV.7.ORG.2.7 - begin writing questions (any level) in the left column that correspond to chunks of information in the notes section

AV.7.ORG.2.8 - compose an essential question based on the standard or objective covered by the lesson

AV.7.ORG.2.9 - reflect on all notes taken during a unit of study after the test is returned and consider gaps of study that led to missed questions

Cluster 3 Research and Technology

The student will:

AV.7.ORG.3.1 - use technology in assignments and presentations, particularly in response to guest speaker presentation, field trip experiences, and final drafts of writing assignments

AV.7.ORG.3.2 - demonstrate command of keyboarding skills to type a minimum of three pages

Cluster 4 Test Preparation and Test-Taking

The student will:

AV.7.ORG.4.1 - identify and reflect on particular problems in preparing for, or taking, tests

AV.7.ORG.4.2 - identify and distinguish strategies to study for different types of exams (such as matching, true-false, multiple-choice, vocabulary, and essay tests)

Domain REA: Reading

Cluster 1 Vocabulary

The student will:

AV.7.REA.1.1 - identify key vocabulary while reading

Cluster 2 Textual Analysis

The student will:

AV.7.REA.2.1 - read and discuss various examples of text, including, but not limited to, articles from magazines and newspapers

AV.7.REA.2.2 - analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning

AV.7.REA.2.3 - determine the main idea of grade-appropriate text

AV.7.REA.2.4 - use multiple reading strategies, including, but not limited to, Marking the Text, annotating text and numbering paragraphs to better understand text while reading

AV.7.REA.2.5 - circle and underline relevant information

AV.7.REA.2.6 - summarize informational text

AV.7.REA.2.7 - connect visuals (captions, illustrations, etc.) to the surrounding text.

Domain CR: College Readiness

Cluster 1 Guest Speakers

The student will:

AV.7.CR.1.1 - choose guest speakers who represent careers of interest and prepare questions for the speakers prior to their visit when appropriate

AV.7.CR.1.2 - use listening skills during presentations by guest speakers from the school, community and college, which focus on the value of postsecondary education and choosing a college

AV.7.CR.1.3 - draft, peer edit, revise and create a final draft of a thank-you letter to guest speakers

Cluster 2 Field Trips

The student will:

AV.7.CR.2.1 - participate in field trips, such as college/university visits that are different from the previous year, feeder high school trips for a shadow day to visit an AP/IB/AICE/DE class, and feeder elementary visits for service learning and/or a trip that focuses on careers

AV.7.CR.2.2 - use skills of listening and observing during field trip experiences

Cluster 3 College and Career Knowledge

The student will:

AV.7.CR.3.1 - use technology to research colleges of interest

AV.7.CR.3.2 - begin developing an understanding about the value of a college education

AV.7.CR.3.3 - begin a basic understanding of college vocabulary

AV.7.CR.3.4 - prepare for and conduct a career interview on a profession of choice

AV.7.CR.3.5 - research various careers, comparing salaries and qualifications

GENERAL NOTES

Special Note: Skills acquired in this course will be implemented by the student across the curriculum. M/J Advancement Via Individual Determination 7 (M/J AVID 7) is a rigorous course offered by AVID Center, and content must be provided as specified by AVID Center. Students who are successful in this course will be on the appropriate pathway to success in M/J AVID 8. Teachers must receive training from AVID Center to teach this course.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

VERSION REQUIREMENTS

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

COURSE STANDARDS

Name	Description
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

Physical Education - Grade Kindergarten (#5015020)

Version for Academic Year: 2015 - 2016

Course Number: 5015020

Abbreviated Title: PHYSICAL EDUCATION K

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): K

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
MAFS.K.G.1.1:	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to.</i>
LAFS.K12.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
HE.K.C.1.2:	Recognize the physical dimensions of health. Remarks/Examples: Hygiene, exercise, eating habits, and cooperation.

<p>HE.K.B.5.1:</p>	<p>Name situations when a health-related decision can be made individually or when assistance is needed.</p> <p>Remarks/Examples: 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.</p>
<p>HE.K.P.7.1:</p>	<p>Identify healthy practices and behaviors to maintain or improve personal health.</p> <p>Remarks/Examples: Seek a safe environment, seek help, and practice universal precautions.</p>
<p>PE.K.M.1.1:</p>	<p>Use a variety of locomotor skills to travel in personal and general space.</p> <p>Remarks/Examples: Some examples of locomotor skills are running, galloping and skipping.</p>
<p>PE.K.M.1.2:</p>	<p>Strike objects using body parts forcefully.</p> <p>Remarks/Examples: An example is kicking a soccer ball with your foot.</p>
<p>PE.K.M.1.3:</p>	<p>Balance a lightweight object on a paddle/racket while moving.</p>
<p>PE.K.M.1.4:</p>	<p>Strike an object forcefully using a modified, long-handled implement of various sizes, weights and compositions.</p> <p>Remarks/Examples: Some examples of modified, developmentally- appropriate long-handled implements are bats, hockey sticks and golf clubs.</p>
<p>PE.K.M.1.5:</p>	<p>Use two hands to bounce and catch a large playground ball.</p>
<p>PE.K.M.1.6:</p>	<p>Participate in a variety of introductory water skills.</p> <p>Remarks/Examples: Some examples of introductory water skills are water entry, putting face in water and supported with feet off the bottom.</p>
<p>PE.K.M.1.7:</p>	<p>Catch a variety of self-tossed objects.</p>
<p>PE.K.M.1.8:</p>	<p>Roll and throw a variety of objects using an underhand motion.</p>
<p>PE.K.M.1.9:</p>	<p>Throw a variety of objects forcefully using an overhand motion.</p>
<p>PE.K.M.1.10:</p>	<p>Perform a creative-movement sequence with a clear beginning</p>

	balance, at least one movement and a clear ending shape.
PE.K.M.1.11:	Balance on a variety of body parts.
	Perform a variety of rolling actions.
PE.K.M.1.12:	<p>Remarks/Examples: Some examples of rolling actions are pencil roll and forward roll.</p>
	Move in a variety of ways in relation to others.
PE.K.M.1.13:	<p>Remarks/Examples: Some examples of this are chasing, fleeing and dodging.</p>
	Recognize locomotor skills.
PE.K.C.2.1:	<p>Remarks/Examples: Some examples of locomotor skills are walking, running, skipping, leaping, hopping, jumping and galloping.</p>
	Recognize physical activities have safety rules and procedures.
PE.K.C.2.2:	<p>Remarks/Examples: An example would be to put equipment away when not in use in order to keep the physical activity area safe.</p>
	Recognize technology can be utilized during physical activity.
PE.K.C.2.3:	<p>Remarks/Examples: Some examples of developmentally-appropriate technology for students to recognize are stop watches, pedometers and scales.</p>
	Recognize there are deep and shallow areas of a pool, and identify the dangers of entering a body of water without supervision.
PE.K.C.2.4:	<p>Remarks/Examples: An example of a danger is entering the water when there is not an adult present.</p>
	Recognize the concept of a dominant hand/foot for throwing/striking/kicking patterns.
PE.K.C.2.5:	<p>Remarks/Examples: A dominant hand/foot is the one selected by the student that feels most natural for throwing/striking/kicking.</p>
PE.K.C.2.6:	Recite cues for a variety of movement patterns and skills.

	<p>Remarks/Examples: Some examples of movement patterns and skills are locomotor, non-locomotor, throwing and catching.</p>
PE.K.C.2.7:	Identify personal and general space.
	Recognize movement concepts.
PE.K.C.2.8:	<p>Remarks/Examples: Some examples of movement concepts are directions, pathways and levels.</p>
PE.K.L.3.1:	Identify a moderate physical activity.
PE.K.L.3.2:	Identify a vigorous physical activity.
PE.K.L.3.3:	Identify opportunities for involvement in physical activities during the school day.
PE.K.L.3.4:	Identify opportunities for involvement in physical activities after the school day.
PE.K.L.3.5:	Describe physical-activity goal-setting.
PE.K.L.3.6:	Identify the benefits of participating in physical activity.
PE.K.L.3.7:	Verbally state the search used before crossing a roadway.
PE.K.L.4.1:	Identify the location of muscles that help the body perform specific physical activities.
PE.K.L.4.2:	Identify that the heart beats faster during more intense physical activity.
PE.K.L.4.3:	Identify activities that increase breathing and heart rate.
PE.K.L.4.4:	Identify a physiological sign of participating in physical activity.
PE.K.L.4.5:	Identify a benefit of flexibility.
PE.K.L.4.6:	Differentiate between healthy and unhealthy food choices.
PE.K.R.5.1:	Identify ways to cooperate with a partner during physical activity.
PE.K.R.5.2:	Use equipment safely and properly.
PE.K.R.5.3:	Identify ways to treat others with respect during physical activity.
PE.K.R.6.1:	Identify physical activities that are enjoyable.
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.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

Physical Education - Grade 1 (#5015030)

Version for Academic Year: 2015 - 2016

Course Number: 5015030

Abbreviated Title: PHYSICAL EDUCATION 1

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): 1

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
MAFS.1.OA.3.5:	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
LAFS.K12.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
HE.1.C.1.3:	Describe ways to prevent common communicable diseases. Remarks/Examples: Washing hands, covering mouth to cough and sneeze, get immunized, and do not share food or utensils.

HE.1.P.8.1:	<p>Encourage others to make positive health choices.</p> <p>Remarks/Examples: Use sunscreen, cross the street at marked areas, and select healthy foods.</p>
HE.1.B.5.2:	<p>Identify healthy options to health-related issues or problems.</p> <p>Remarks/Examples: Wearing bike helmet, using age- appropriate restraints, and reporting danger.</p>
PE.1.M.1.1:	<p>Travel using various locomotor skills while changing directions, pathways and speeds.</p>
PE.1.M.1.2:	<p>Strike an object upward using body parts.</p> <p>Remarks/Examples: An example is using different body parts to strike a balloon or beach ball upward.</p>
PE.1.M.1.3:	<p>Strike a lightweight object upward continuously using a paddle/racket.</p>
PE.1.M.1.4:	<p>Strike a stationary object a short distance using a modified, long-handled implement so that the object travels in the intended direction.</p> <p>Remarks/Examples: Some examples of modified, developmentally- appropriate, long-handled implements are bats, hockey sticks and golf clubs.</p>
PE.1.M.1.5:	<p>Dribble an object with hands or feet while demonstrating control in general space.</p>
PE.1.M.1.6:	<p>Demonstrate a variety of basic water skills.</p> <p>Remarks/Examples: Some examples of basic water skills are prone float and recover, back float with assistance and move forward and backward with assistance.</p>
PE.1.M.1.7:	<p>Move in different directions to catch a variety of self-tossed objects.</p>
PE.1.M.1.8:	<p>Demonstrate an underhand-throwing motion for accuracy using correct technique.</p>
PE.1.M.1.9:	<p>Demonstrate an overhand-throwing motion for distance using correct technique.</p>
PE.1.M.1.10:	<p>Perform a self-designed creative movement/dance sequence with a clear beginning balance, use of one movement and a different and clear ending shape.</p>

PE.1.M.1.11:	Demonstrate a sequence of a balance, a roll and a different balance.
	Demonstrate the ability to take weight onto hands.
PE.1.M.1.12:	<p>Remarks/Examples: Some developmentally appropriate examples are donkey kicks and hand stands.</p>
PE.1.M.1.13:	Chase, flee and dodge to avoid or catch others.
	Use a variety of takeoff and landing patterns to jump, hop and leap safely in relation to various types of equipment.
PE.1.M.1.14:	<p>Remarks/Examples: Some examples of equipment are hoops, stationary ropes and boxes.</p>
	Identify the critical elements of locomotor skills.
PE.1.C.2.1:	<p>Remarks/Examples: Some examples of critical elements of locomotor skills are step-hop for skipping and use of one foot for hopping.</p>
	Identify safety rules and procedures for teacher-selected physical activities.
PE.1.C.2.2:	<p>Remarks/Examples: An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.</p>
	Identify technology that can be utilized to enhance physical activity.
PE.1.C.2.3:	<p>Remarks/Examples: Some examples of developmentally-appropriate technology for students to identify are stop watches, pedometers and scales.</p>
	Identify the rules for safe water activities, and recognize the importance of having a lifeguard near water or in a swimming facility.
PE.1.C.2.4:	<p>Remarks/Examples: An example of a rule for safe water activity would be the use of a life jacket.</p>
	Recognize the importance of practicing to improve performance.
PE.1.C.2.5:	<p>Remarks/Examples: An example is initially getting two out of five bean bags into a</p>

	hoop while performing an underhand toss, then improving to four out of five due to practicing.
	Use skill cues to improve performance.
PE.1.C.2.6:	Remarks/Examples: Some examples of skill cues are palm up for an underhand throw and keep ball close to body when dribbling.
	Identify dominant hand/foot for use with throwing/dribbling/striking/kicking skills.
PE.1.C.2.7:	Remarks/Examples: A dominant hand/foot is the one selected by the student that feels most natural for throwing/dribbling/striking/kicking patterns.
	Identify movement concepts.
PE.1.C.2.8:	Remarks/Examples: Some examples of movement concepts are directions, pathways and levels.
	Name examples of warm-up and cool-down exercises.
PE.1.C.2.9:	Remarks/Examples: 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.L.3.1:	Identify a moderate physical activity.
PE.1.L.3.2:	Identify a vigorous physical activity.
PE.1.L.3.3:	Identify opportunities for involvement in physical activities during the school day.
PE.1.L.3.4:	Identify opportunities for involvement in physical activities after the school day.
PE.1.L.3.5:	Set physical-activity goals.
PE.1.L.3.6:	Identify the health benefits of physical activity.
PE.1.L.3.7:	Identify edges, pedestrians, vehicles and traffic.
PE.1.L.4.1:	Identify a benefit of strengthening muscles.
PE.1.L.4.2:	Identify the components of health-related physical fitness.
PE.1.L.4.3:	Identify the changes in heart rate before, during and after physical activity.
PE.1.L.4.4:	Identify the difference in the activity of the heart during rest and while physically active.

PE.1.L.4.5:	Discuss the physiological signs of physical activity.
PE.1.L.4.6:	Identify how to properly flex and extend body parts to promote flexibility.
PE.1.L.4.7:	Identify the food groups.
PE.1.R.5.1:	List a benefit resulting from cooperation and sharing during physical activity.
PE.1.R.5.2:	Use physical-activity space safely and properly.
PE.1.R.5.3:	Demonstrate consideration of others while participating in physical activity.
PE.1.R.6.1:	Identify physical-activity preferences.
PE.1.R.6.2:	Identify feelings resulting from participation in physical activity.
PE.1.R.6.3:	Identify the benefits of learning new movement skills.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

Physical Education - Grade 2 (#5015040)

Version for Academic Year: 2015 - 2016

Course Number: 5015040

Abbreviated Title: PHYSICAL EDUCATION 2

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): 2

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
MAFS.2.OA.3.3:	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
LAFS.K12.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
HE.2.C.1.4:	Describe ways to prevent childhood injuries in the home, school, and community settings.
	Remarks/Examples:

	Recognizing abusive behaviors, following bus/playground rules, and never playing with matches.
HE.2.C.2.1:	Describe how family rules and practices influence health behaviors. Remarks/Examples: Consistent/inconsistent home safety rules and modeling of food-sanitation practices at home.
HE.2.C.2.3:	Describe how the school and community influence health behaviors of children. Remarks/Examples: Health and safety fairs, school and community gardens, and recycling.
PE.2.M.1.1:	Perform locomotor skills with proficiency in a variety of activity settings to include rhythms/dance.
PE.2.M.1.2:	Strike an object continuously using body parts both upward and downward. Remarks/Examples: An example of striking an object downward is dribbling a basketball.
PE.2.M.1.3:	Strike an object continuously using a paddle/racket both upward and downward.
PE.2.M.1.4:	Strike a stationary object a short distance using a long-handled implement so that the object travels in the intended direction. Remarks/Examples: Some examples of developmentally-appropriate, long-handled implements are bats, hockey sticks and golf clubs.
PE.2.M.1.5:	Dribble with hands and feet in various pathways, directions and speeds around stationary objects.
PE.2.M.1.6:	Perform a variety of fundamental aquatics skills. Remarks/Examples: Some examples of fundamental aquatics skills are prone float with flutter kick and back float recover to a standing position.
PE.2.M.1.7:	Move in different directions to catch a variety of objects softly tossed by a stationary partner.
PE.2.M.1.8:	Demonstrate an overhand-throwing motion for distance demonstrating correct technique and accuracy.

PE.2.M.1.9:	<p>Perform one folk or line dance accurately.</p> <p>Remarks/Examples: An example of a line dance is the Electric Slide.</p>
PE.2.M.1.10:	<p>Demonstrate a sequence of a balance, a roll and a different balance with correct technique and smooth transitions.</p>
PE.2.M.1.11:	<p>Perform at least one skill that requires the transfer of weight to hands.</p> <p>Remarks/Examples: Some developmentally appropriate examples are hand stands and cartwheels.</p>
PE.2.M.1.12:	<p>Chase, flee and dodge to avoid or catch others while maneuvering around obstacles.</p>
PE.2.C.2.1:	<p>Describe the critical elements of locomotor skills.</p> <p>Remarks/Examples: An example of a critical element of jumping is beginning and ending on two feet.</p>
PE.2.C.2.2:	<p>Identify safety rules and procedures for selected physical activities.</p> <p>Remarks/Examples: An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.</p>
PE.2.C.2.3:	<p>Utilize technology to enhance experiences in physical education.</p> <p>Remarks/Examples: Some examples of developmentally-appropriate technology are stop watches, pedometers and scales.</p>
PE.2.C.2.4:	<p>Explain the importance of wearing a life jacket (personal flotation device) when on a boat or near water.</p>
PE.2.C.2.5:	<p>Explain how appropriate practice improves the performance of movement skills.</p> <p>Remarks/Examples: An example is initially getting two out of five bean bags into a hoop while performing an underhand toss, then improving to four out of five due to practicing.</p>
PE.2.C.2.6:	<p>Apply teacher feedback to effect change in performance.</p> <p>Remarks/Examples:</p>

	An example is a student applying teacher feedback of stepping with the opposite foot when throwing a ball in order to improve performance.
PE.2.C.2.7:	Describe movement concepts. Remarks/Examples: Some examples of movement concepts are directions, pathways and levels.
PE.2.C.2.8:	Explain the importance of warm-up and cool-down activities. Remarks/Examples: An example of the importance for warm-up activities is the prevention of injuries.
PE.2.C.2.9:	Define offense and defense. Remarks/Examples: Offense is when a team is attempting to score and defense is when a team is trying to prevent the other team from scoring.
PE.2.L.3.1:	Identify a moderate physical activity.
PE.2.L.3.2:	Identify a vigorous physical activity.
PE.2.L.3.3:	Identify opportunities for involvement in physical activities during the school day.
PE.2.L.3.4:	Identify opportunities for involvement in physical activities after the school day.
PE.2.L.3.5:	Set and meet physical-activity goals.
PE.2.L.3.6:	Identify how opportunities for participation in physical activities change during the seasons.
PE.2.L.3.7:	Identify healthful benefits that result from regular participation in physical activity.
PE.2.L.3.8:	Identify the proper crossing sequence.
PE.2.L.4.1:	Identify how muscular strength and endurance enhances performance in physical activities.
PE.2.L.4.2:	Discuss the components of health-related physical fitness.
PE.2.L.4.3:	Identify that a stronger heart muscle can pump more blood with each beat.
PE.2.L.4.4:	Identify why sustained physical activity causes an increased heart rate and heavy breathing.
PE.2.L.4.5:	Identify the physiological signs of moderate to vigorous physical activity.
PE.2.L.4.6:	Identify benefits of participation in informal physical fitness

	assessment.
PE.2.L.4.7:	Identify appropriate stretching exercises.
PE.2.L.4.8:	Categorize food into food groups.
PE.2.R.5.1:	Identify ways to cooperate with others regardless of personal differences during physical activity.
PE.2.R.5.2:	List ways to safely handle physical-activity equipment.
PE.2.R.5.3:	Describe the personal feelings resulting from challenges, successes and failures in physical activity.
PE.2.R.5.4:	Identify ways to successfully resolve conflicts with others.
PE.2.R.6.1:	Identify ways to use physical activity to express feeling.
PE.2.R.6.2:	Discuss the relationship between skill competence and enjoyment.
PE.2.R.6.3:	Identify ways to contribute as a member of a cooperative group.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

Physical Education - Grade 3 (#5015050)

Version for Academic Year: 2015 - 2016

Course Number: 5015050

Abbreviated Title: PHYSICAL EDUCATION 3

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): 3

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description	
MAFS.3.MD.1.1:	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	
LAFS.K12.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	
HE.3.B.5.2:	List healthy options to health-related issues or problems. <table border="1"><tr><td>Remarks/Examples: Healthy alternatives to unhealthy messages in the media, fear of</td></tr></table>	Remarks/Examples: Healthy alternatives to unhealthy messages in the media, fear of
Remarks/Examples: Healthy alternatives to unhealthy messages in the media, fear of		

	personal safety, and nutrition options.
HE.3.B.6.1:	<p>Select a personal health goal and track progress toward achievement.</p> <p>Remarks/Examples: 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.</p>
HE.3.C.2.1:	<p>Explore how family and friend's traditions and customs may influence health behaviors.</p> <p>Remarks/Examples: Family nutritional choices, gatherings, fears, traditions, religious practices, belief in holistic approach, and accepted celebration behaviors demonstrated by others.</p>
PE.3.M.1.1:	<p>Apply locomotor skills in a variety of movement settings.</p> <p>Remarks/Examples: Some examples of movement settings are sequences, dances and games.</p>
PE.3.M.1.2:	<p>Strike a stationary object from a stationary position using body parts so that the object travels in the intended direction at the desired height.</p> <p>Remarks/Examples: Some examples of striking activities are volleying, kicking and punting.</p>
PE.3.M.1.3:	<p>Strike an object using a paddle/racquet demonstrating correct technique of a forehand pattern.</p>
PE.3.M.1.4:	<p>Strike both moving and stationary objects using a long-handled implement.</p> <p>Remarks/Examples: Some examples of developmentally-appropriate long-handled implements are bats, hockey sticks and golf clubs.</p>
PE.3.M.1.5:	<p>Maintain control while dribbling with hands or feet against a defender.</p>
PE.3.M.1.6:	<p>Demonstrate a combination of basic swim skills.</p>

	<p>Remarks/Examples: Some examples of basic swim skills are prone and back float with flutter kick, alternating arm movements and treading water.</p>
PE.3.M.1.7:	Move in different directions to catch objects of different sizes and weights thrown by a stationary partner.
PE.3.M.1.8:	Throw balls of various sizes and weights to a stationary partner using a correct overhand motion.
PE.3.M.1.9:	<p>Perform a teacher-designed sequence using manipulatives.</p> <p>Remarks/Examples: Some examples of sequences using manipulatives are tinkling poles, lummi sticks and jump ropes.</p>
PE.3.M.1.10:	<p>Perform one dance accurately.</p> <p>Remarks/Examples: Some examples of dances are square, contra, step and social.</p>
PE.3.M.1.11:	<p>Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and two different movement elements with correct technique and smooth transitions.</p> <p>Remarks/Examples: Some examples of movement elements are balances, rolling actions, changes in speed/ direction and skills requiring weight on hands.</p>
PE.3.M.1.12:	Continuously jump a self-turned rope.
PE.3.C.2.1:	<p>Identify the importance of purposeful movement and its impact on quality of performance.</p> <p>Remarks/Examples: Some examples of purposeful movement are timing, flow, rhythm, sequencing and transfer of weight.</p>
PE.3.C.2.2:	<p>Understand the importance of safety rules and procedures in all physical activities.</p> <p>Remarks/Examples: An example of a safety procedure is wearing a helmet when riding a bicycle.</p>
PE.3.C.2.3:	Understand that technology can be utilized to gather information about performance.

	<p>Remarks/Examples: Some examples of technology are pedometers, accelerometers, heart-rate monitors, videos, websites and spreadsheets.</p>
PE.3.C.2.4:	<p>Identify and explain different items that can be used for assisting in a water-related emergency.</p> <p>Remarks/Examples: Some examples of items that can be used in a water related emergency are poles, towels and flotation devices.</p>
PE.3.C.2.5:	<p>Explain how appropriate practice improves performance of movement skills.</p> <p>Remarks/Examples: An example is initially making two out of five free throws in basketball, then improving to four out of five due to practicing.</p>
PE.3.C.2.6:	<p>Analyze peer performance and provide feedback.</p>
PE.3.C.2.7:	<p>Identify the reasons for warm-up and cool-down activities.</p> <p>Remarks/Examples: Some examples of reasons for warm-up and cool-down activities are injury prevention and enhancing performance.</p>
PE.3.C.2.8:	<p>Describe basic offensive and defensive tactics.</p> <p>Remarks/Examples: An example of an offensive tactic is keeping your body between the ball and defender while dribbling.</p>
PE.3.L.3.1:	<p>Identify a moderate physical activity.</p>
PE.3.L.3.2:	<p>Identify a vigorous physical activity.</p>
PE.3.L.3.3:	<p>Identify opportunities for involvement in physical activities during the school day.</p>
PE.3.L.3.4:	<p>Identify opportunities for involvement in physical activities after the school day.</p>
PE.3.L.3.5:	<p>Use an activity log to maintain a personal record of participation in physical activity during a period of time.</p>
PE.3.L.3.6:	<p>Identify lifestyle changes that can be made to increase the level of physical activity.</p>
PE.3.L.3.7:	<p>Differentiate between the correct and incorrect way to fit a bicycle helmet.</p>
PE.3.L.4.1:	<p>Describe how muscular strength and endurance enhances performance in physical activities.</p>

PE.3.L.4.2:	Describe the relationship between the heart and lungs during physical activity.
PE.3.L.4.3:	Identify appropriate physical activities that result in the development of cardiorespiratory endurance.
PE.3.L.4.4:	Match physical fitness assessment events to the associated fitness component.
PE.3.L.4.5:	Identify formal and informal physical fitness assessments.
PE.3.L.4.6:	Identify ways to safely stretch major muscle groups.
PE.3.L.4.7:	Read food labels for specific nutrition facts.
PE.3.L.4.8:	Identify the principles of physical fitness.
PE.3.L.4.9:	Identify individual strengths and weaknesses based upon results of a formal fitness assessment.
PE.3.L.4.10:	Identify ways that technology can assist in the pursuit of physical fitness.
PE.3.R.5.1:	List ways to work cooperatively with peers of differing skill levels.
PE.3.R.5.2:	List ways to show respect for the views of a peer from a different cultural background.
PE.3.R.5.3:	Identify ways to take responsibility for his/her own behavior.
PE.3.R.6.1:	List personally challenging physical-activity experiences.
PE.3.R.6.2:	Describe ways to appreciate the good physical performance of others.
PE.3.R.6.3:	Identify ways to celebrate one's own physical accomplishments while displaying sportsmanship.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

Physical Education - Grade 4 (#5015060)

Version for Academic Year: 2015 - 2016

Course Number: 5015060

Abbreviated Title: PHYSICAL EDUCATION 4

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): 4

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
MAFS.4.G.1.3:	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
LAFS.K12.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
HE.4.B.3.3:	Examine resources from home, school and community that provide valid health information.
	Remarks/Examples:

	Internet; reputable websites, media; television, radio, brochures, books; professional interview;, and hospitals.
HE.4.C.1.2:	<p>Identify examples of mental/emotional, physical, and social health.</p> <p>Remarks/Examples: Expressing appropriate feelings, treating others with respect, and participating in a daily physical activity.</p>
HE.4.C.2.6:	<p>Explain how technology influences personal thoughts, feelings, and health behaviors.</p> <p>Remarks/Examples: Cyber-bullying, habitual gaming, violent video games, and seat-belt alarm.</p>
PE.4.M.1.1:	<p>Apply movement concepts to the performance of locomotor skills in a variety of movement settings.</p> <p>Remarks/Examples: Some examples of movement settings are sequences, dances and games. Some examples of movement concepts are directions, effort and relationships.</p>
PE.4.M.1.2:	<p>Strike a moving object using body parts so that the object travels in the intended direction at the desired height.</p> <p>Remarks/Examples: Some examples of activities to apply this are volleying, kicking and punting.</p>
PE.4.M.1.3:	<p>Strike an object continuously using a paddle/racquet demonstrating correct technique of a forehand pattern.</p> <p>Remarks/Examples: Some examples of ways to strike continuously are against a wall and a partner-fed toss.</p>
PE.4.M.1.4:	<p>Strike moving and/or stationary objects with long-handled implements using correct technique so the objects travel in the intended direction.</p> <p>Remarks/Examples: Some examples of long-handled implements are golf clubs, bats and hockey sticks.</p>
PE.4.M.1.5:	Dribble and pass to a moving partner.

<p>PE.4.M.1.6:</p>	<p>Perform a variety of swim strokes.</p> <div data-bbox="505 233 1365 396" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Some examples of swim strokes are front crawl, backstroke, elementary back stroke and modified breaststroke.</p> </div>
<p>PE.4.M.1.7:</p>	<p>Move in different directions to catch objects of different sizes and weights thrown by a stationary partner from varying distances.</p>
<p>PE.4.M.1.8:</p>	<p>Throw balls of various sizes and weights to a stationary partner from varying distances using a correct overhand motion.</p>
<p>PE.4.M.1.9:</p>	<p>Perform a teacher-designed sequence, with or without manipulatives, while demonstrating balance, coordination, clear shapes, purposeful movements and smooth transitions.</p> <div data-bbox="505 680 1365 879" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Some examples of sequences are rhythm, movement and dance. Some examples of manipulatives are tinkling poles, lummi sticks and jump ropes.</p> </div>
<p>PE.4.M.1.10:</p>	<p>Perform two or more dances accurately.</p> <div data-bbox="505 926 1365 1089" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Some examples of dances are line, square, contra, folk, step and social.</p> </div>
<p>PE.4.M.1.11:</p>	<p>Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and three different movement elements with correct technique and smooth transitions.</p> <div data-bbox="505 1209 1365 1409" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Some examples of movement elements are balances, rolling actions, changes in speed/ direction and skills requiring weight on hands.</p> </div>
<p>PE.4.M.1.12:</p>	<p>Run and hurdle a succession of low- to medium-level obstacles.</p>
<p>PE.4.C.2.1:</p>	<p>Understand the importance of purposeful movement in a variety of movement settings.</p> <div data-bbox="505 1535 1365 1703" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Some examples of purposeful movement are timing, flow, rhythm, sequencing and transfer of weight.</p> </div>
<p>PE.4.C.2.2:</p>	<p>Understand the importance of safety rules and procedures in all physical activities, especially those that are high risk.</p> <div data-bbox="505 1782 1365 1900" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: An example of a safety procedure is having students stand a safe</p> </div>

	<p>distance away from a student swinging a golf club during striking activities.</p>
PE.4.C.2.3:	<p>Use technology to gather information about performance.</p> <p>Remarks/Examples: Some examples of technology are pedometers, accelerometers, heart-rate monitors, videos, websites and spreadsheets.</p>
PE.4.C.2.4:	<p>Understand the importance of protecting parts of the body from the harmful rays of the sun.</p> <p>Remarks/Examples: Some examples are sunscreen and protective clothing.</p>
PE.4.C.2.5:	<p>Detect errors in personal movement patterns.</p> <p>Remarks/Examples: An example of a way to detect errors in personal movement patterns is through the use of videotaping.</p>
PE.4.C.2.6:	<p>Compare and discuss skills/sports that use similar movement patterns.</p> <p>Remarks/Examples: Some examples are volleyball and tennis serve, surfing and skate boarding.</p>
PE.4.C.2.7:	<p>Identify proper warm-up and cool-down techniques and the reasons for using them.</p> <p>Remarks/Examples: An example of a warm-up technique for sprinting is stretching the hamstring muscles in order to prevent injury.</p>
PE.4.C.2.8:	<p>Identify the importance of hydration before, during and after physical activity.</p> <p>Remarks/Examples: An example of the importance of hydration is to prevent heat-related illnesses.</p>
PE.4.C.2.9:	<p>Identify basic offensive and defensive tactics for modified invasion and net activities.</p> <p>Remarks/Examples: An example of an offensive tactic in tennis is hitting the ball</p>

	away from the opponent.
PE.4.L.3.1:	Identify a moderate physical activity.
PE.4.L.3.2:	Identify a vigorous physical activity.
PE.4.L.3.3:	Identify opportunities for involvement in physical activities during the school day.
PE.4.L.3.4:	Identify opportunities for involvement in physical activities after the school day.
PE.4.L.3.5:	Implement at least one lifestyle behavior to increase physical activity.
PE.4.L.3.6:	Discuss the importance of wearing a bicycle helmet.
PE.4.L.4.1:	Identify the muscles being strengthened during the performance of specific activities.
PE.4.L.4.2:	Identify several activities related to each component of physical fitness.
PE.4.L.4.3:	Maintain heart rate within the target heart rate zone for a specified length of time during an aerobic activity.
PE.4.L.4.4:	Identify ways to participate in selected physical activities for the purpose of improving physical fitness.
PE.4.L.4.5:	Identify ways to participate in formal and informal physical fitness assessment.
PE.4.L.4.6:	Identify how specific stretches increase flexibility and reduce the chance of injury.
PE.4.L.4.7:	Understand appropriate serving size.
PE.4.L.4.8:	Explain the principles of physical fitness.
PE.4.L.4.9:	Develop short- and long-term fitness goals.
PE.4.L.4.10:	Describe ways that technology can assist in the pursuit of physical fitness.
PE.4.R.5.1:	Discuss the influence of individual differences on participation in physical activities.
PE.4.R.5.2:	List ways to encourage others while refraining from insulting/negative statements.
PE.4.R.5.3:	Demonstrate respect and caring for students with disabilities through verbal and non-verbal encouragement and assistance.
PE.4.R.6.1:	Discuss how physical activity can be a positive opportunity for social and group interaction.
PE.4.R.6.2:	Describe the connection between skill competence and enjoyment of physical activity.
PE.4.R.6.3:	Discuss ways to celebrate one's own physical accomplishments while displaying sportsmanship.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

Physical Education - Grade 5 (#5015070)

Version for Academic Year: 2015 - 2016

Course Number: 5015070

Abbreviated Title: PHYSICAL EDUCATION 5

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): 5

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
MAFS.5.G.2.3:	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i>
LAFS.K12.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
HE.5.C.1.3:	Explain ways a safe, healthy home and school environment promote personal health.
	Remarks/Examples:

	Smoke-free environment, clean/orderly environment, behavior rules, and availability of fresh produce.
HE.5.C.1.6:	<p>Recognize how appropriate health care can promote personal health.</p> <p>Remarks/Examples: Having immunizations, using medication appropriately, and seeking grief/loss counseling.</p>
HE.5.B.5.4:	<p>Select a healthy option when making decisions for yourself and/or others.</p> <p>Remarks/Examples: Report bullying, resolve conflicts, and use safety equipment.</p>
PE.5.M.1.1:	<p>Apply locomotor skills in a variety of movement settings, while applying the appropriate movement concepts as the situation demands.</p> <p>Remarks/Examples: Some examples of movement settings are sequences, dances and games. Some examples of movement concepts are directions, effort and relationships.</p>
PE.5.M.1.2:	<p>Approach and strike a moving object with body parts so that the object travels in the intended direction at the desired height using correct technique.</p> <p>Remarks/Examples: Some examples of activities to apply this are volleying, kicking and punting.</p>
PE.5.M.1.3:	<p>Strike an object continuously with a partner using a paddle/racquet demonstrating correct technique of a forehand pattern.</p>
PE.5.M.1.4:	<p>Strike moving and/or stationary objects with long-handled implements so the objects travel in the intended direction at the desired height using correct technique.</p> <p>Remarks/Examples: Some examples of long-handled implements are golf clubs, bats and hockey sticks.</p>
PE.5.M.1.5:	<p>Apply dribbling skills in modified games, focusing on offensive strategies.</p> <p>Remarks/Examples: Some examples of offensive strategies are fakes, stopping and</p>

	starting, changing directions and changing speeds.
	Demonstrate proficiency in one or more swim strokes.
PE.5.M.1.6:	Remarks/Examples: Some examples of swim strokes are front crawl, backstroke, breaststroke, sidestroke and butterfly.
PE.5.M.1.7:	Catch a variety of objects while traveling and being defended.
PE.5.M.1.8:	Throw a leading pass overhand to a moving partner using a variety of objects.
	Perform a self-designed sequence, with or without manipulatives, while demonstrating balance, coordination, clear shapes, purposeful movements and smooth transitions.
PE.5.M.1.9:	Remarks/Examples: Some examples of sequences are rhythm, movement and dance. Some examples of manipulatives are tinkling poles, lummi sticks and jump ropes.
	Perform a variety of dances accurately.
PE.5.M.1.10:	Remarks/Examples: Some examples of dances are line, square, contra, folk, step and social.
	Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and four different movement elements with correct technique and smooth transitions.
PE.5.M.1.11:	Remarks/Examples: Some examples of movement elements are balances, rolling actions, changes in speed/direction and skills requiring weight on hands.
	Apply purposeful movement to a variety of movement settings to include designing and performing movement routines.
PE.5.C.2.1:	Remarks/Examples: Some examples of purposeful movement are timing, flow, rhythm, sequencing and transfer of weight.
PE.5.C.2.2:	Design or modify a game incorporating skills, rules and strategies.
PE.5.C.2.3:	Apply feedback gathered from the use of technology to assess and enhance performance.

	<p>Remarks/Examples: Some examples of technology are pedometers, accelerometers, heart-rate monitors, videos, websites and spreadsheets.</p>
PE.5.C.2.4:	<p>Identify the different types of basic water- rescue techniques, using various types of items.</p> <p>Remarks/Examples: An example of a water-rescue technique is to reach out to the victim with a pole and pull him/her to safety.</p>
PE.5.C.2.5:	<p>Detect, analyze and correct errors in personal movement patterns.</p>
PE.5.C.2.6:	<p>Compare and contrast skills/sports that use similar movement patterns and concepts.</p> <p>Remarks/Examples: Some examples are volleyball and tennis serve, surfing and skate boarding.</p>
PE.5.C.2.7:	<p>Identify basic practice and conditioning principles that enhance performance.</p> <p>Remarks/Examples: An example of a conditioning principle that would enhance performance is running with weight resistance to improve speed.</p>
PE.5.C.2.8:	<p>Categorize basic offensive and defensive tactics for modified invasion and net activities.</p> <p>Remarks/Examples: An example of an offensive tactic in basketball is keeping your body between the ball and the defender.</p>
PE.5.L.3.1:	<p>Identify a moderate physical activity.</p>
PE.5.L.3.2:	<p>Identify a vigorous physical activity.</p>
PE.5.L.3.3:	<p>Identify opportunities for involvement in physical activities during the school day.</p>
PE.5.L.3.4:	<p>Identify opportunities for involvement in physical activities after the school day.</p>
PE.5.L.3.5:	<p>Formulate a plan to increase the amount of time spent in physical activity.</p>
PE.5.L.3.6:	<p>Discuss lifestyle behaviors that can be made to increase physical activity.</p>
PE.5.L.3.7:	<p>Use technology to enhance regular participation in physical activities.</p>
PE.5.L.3.8:	<p>Discuss the importance of being visible, being predictable and</p>

	communicating when cycling.
PE.5.L.4.1:	Differentiate between muscular strength and muscular endurance.
PE.5.L.4.2:	Identify activities that develop and maintain each component of physical fitness.
PE.5.L.4.3:	Identify that an increase in heart rate intensity is necessary to enhance cardiorespiratory endurance.
PE.5.L.4.4:	Analyze one's own physical fitness assessment results and develop strategies to enhance performance.
PE.5.L.4.5:	Select proper stretching exercises to increase flexibility and reduce the chance of injury.
PE.5.L.4.6:	Plan a menu for a balanced meal.
PE.5.L.4.7:	Apply the principles of physical fitness to exercise.
PE.5.L.4.8:	Evaluate progress toward short- and long-term fitness goals.
PE.5.L.4.9:	Explain how technology can assist in the pursuit of physical fitness.
PE.5.R.5.1:	Describe a benefit of working productively with a partner to improve performance.
PE.5.R.5.2:	Describe ways to utilize equipment safely during physical activities.
PE.5.R.5.3:	Describe the influence of individual differences on participation in physical activities.
PE.5.R.6.1:	Describe how participation in physical activity is a source of self-expression and meaning.
PE.5.R.6.2:	Explain the benefits of physical activity.
PE.5.R.6.3:	Explain ways to celebrate one's own physical accomplishments while displaying sportsmanship.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Education Gymnastics/Educational Dance - Grade 6 (#1508100)

Version for Academic Year: 2015 - 2016

Course Number: 1508100

Abbreviated Title: M/J EDUC GYM/DNC 6

Course Length: Semester (S)

Course Type: Elective

Course Status: Draft - Course Pending Approval

Grade Level(s): 6

VERSION DESCRIPTION

This course is designed for 6th grade students and intended to be 18 weeks in length. The purpose of this course is to provide students with the knowledge, skills, and values necessary to design and perform educational gymnastics and dance sequences in a variety of settings. "Educational" gymnastics is intended to have an emphasis on body awareness, body management, maximum participation, high success rates, and open-ended responses from students. Integrating fitness throughout the content is critical to the success of the course.

GENERAL NOTES

Special Notes: Instructional Practices

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level

words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
PE.6.M.1.8:	Perform complex dance sequences from a variety of dances accurately and with correct technique. <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Some examples of dances would be folk, square, step, and line.</p> </div>
PE.6.M.1.9:	Create and perform a rhythmic movement sequence while working with a partner or group.
PE.6.M.1.7:	Design and perform a routine to rhythm with a partner or a group while incorporating gymnastic actions and various forms of locomotion on small and/or large apparatus.
PE.6.M.1.10:	Design and perform different group dance and rhythm sequences that incorporate equipment.
PE.6.M.1.5:	Perform movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.
PE.6.M.1.6:	Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transfer of weight.
PE.6.M.1.13:	Use technology to assess, enhance, and maintain motor skill performance.
PE.6.M.1.11:	Apply proper warm-up and cool-down techniques.
PE.6.M.1.12:	Use proper safety practices. <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Some examples of safety practices would be the use of sun screen, hydration, selection of clothing, and correct biomechanics.</p> </div>
MAFS.6.RP.1.1:	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every</i>

	<i>2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”</i>
LAFS.6.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
PE.6.C.2.12:	List the components of skill-related fitness. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Remarks/Examples: The components of skill-related fitness are speed, coordination, balance, power, agility and reaction time.</p> </div>
PE.6.C.2.13:	List appropriate warm-up and cool-down techniques and the reasons for using them.
PE.6.C.2.14:	List terminology and etiquette in educational gymnastics or dance.
PE.6.C.2.15:	Choreograph basic dance or gymnastic sequences alone, with a partner or in a small group.
PE.6.C.2.16:	Evaluate the movement performance of others.
PE.6.C.2.17:	Describe the mechanical principles of balance, force and leverage and how they relate to the performance of skills in gymnastics or dance.
PE.6.C.2.18:	List and describe the risks and safety procedures in gymnastics and dance.
PE.6.C.2.19:	Recognize the relationship between music and dance or gymnastics skills.
PE.6.C.2.20:	Know how improvisation is used to create movements for choreography.
PE.6.C.2.21:	Identify the precautions to be taken when exercising in extreme weather and/or environmental conditions.
HE.6.C.2.7:	Investigate cultural changes related to health beliefs and behaviors. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Remarks/Examples: School breakfast programs, fast- food menus, and nutritional guidelines for snack machines, fitness programs, and school wellness programs.</p> </div>
PE.6.L.3.3:	Participate in a variety of fitness, wellness, gymnastics and dance activities that promote the components of health-related fitness. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Remarks/Examples: The health-related components of fitness are cardiorespiratory</p> </div>

	endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.6.L.3.4:	Identify the in-school opportunities for physical activity that promote fitness, wellness, gymnastics and dance.
PE.6.L.3.5:	Identify the community opportunities for physical activity that promote fitness, wellness, gymnastics and dance.
PE.6.L.3.6:	Identify a variety of fitness, wellness, gymnastics and dance activities that promote stress management.
PE.6.R.5.1:	List ways that peer pressure can be positive and negative.
PE.6.R.5.2:	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.
	Demonstrate responsible behaviors during physical activities.
PE.6.R.5.3:	<p>Remarks/Examples: Some examples of responsible behaviors are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.</p>
PE.6.R.5.4:	Describe the personal, social and ethical behaviors that apply to specific physical activities.
PE.6.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
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.
	Identify the potential benefits of participation in a variety of physical activities.
PE.6.R.6.2:	<p>Remarks/Examples: Some examples of potential benefits of participation are physical, mental, emotional and social.</p>
PE.6.R.6.3:	Participate in games, sports and/or physical activities from other cultures.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Team Sports - Grade 7 (#1508200)

Version for Academic Year: 2015 - 2016

Course Number: 1508200

Abbreviated Title: M/J TEAM SPORTS GRD7

Course Length: Semester (S)

Course Type: Elective

Course Status: Draft - Course Pending Approval

Grade Level(s): 7

VERSION DESCRIPTION

This course is designed for 7th grade students and is intended to be 18 weeks in length. The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.

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:

- 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).

English Language Development ELD Standards Special Notes Section:

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

academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
MAFS.7.SP.3.5:	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
PE.7.C.2.1:	Identify the basic rules for team sports. Remarks/Examples: Some examples are setting up to start, violating rules and keeping accurate score.
PE.7.C.2.3:	Explain basic offensive and defensive strategies in modified games or activities and team sports.
PE.7.C.2.6:	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
PE.7.C.2.7:	Identify the critical elements for successful performance of a variety of sport skills.
PE.7.C.2.8:	List specific safety procedures and equipment necessary for a variety of sport skills and physical activities.
PE.7.C.2.9:	Describe how movement skills learned in one physical activity can be transferred and used in other physical activities. Remarks/Examples: An example is slow-pitch softball and volleyball underhand serve.
HE.7.C.2.6:	Evaluate the influence of technology in locating valid health information.

	<p>Remarks/Examples: Specific health sites to acquire valid health information: CDC, NIH, NIDA, and local health organizations; and Internet and cell phone apps.</p>
PE.7.L.3.1:	Participate in moderate physical activity on a daily basis.
PE.7.L.3.2:	Participate in vigorous physical activity on a daily basis.
	Participate in a variety of team sports, outdoor pursuits and aquatics activities that promote health-related physical fitness.
PE.7.L.3.3:	<p>Remarks/Examples: The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
PE.7.L.3.4:	Identify the in-school opportunities for participation in team sports, outdoor pursuits and aquatics activities.
PE.7.L.3.5:	Identify the community opportunities that promote team sports, outdoor pursuits and aquatics activities.
PE.7.L.3.6:	Identify a variety of team sports, outdoor pursuits and aquatics activities that promote stress management.
PE.7.R.5.1:	Identify situations in which peer pressure could negatively impact one's own behavior choices.
PE.7.R.5.2:	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.
	Demonstrate responsible behaviors during physical activities.
PE.7.R.5.3:	<p>Remarks/Examples: Some examples of responsible behaviors are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.</p>
PE.7.R.5.4:	List examples of appropriate personal, social and ethical behaviors that apply to specific physical activities.
PE.7.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
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.
PE.7.R.6.2:	Discuss the potential benefits of participation in a variety of physical activities.

	<p>Remarks/Examples: Some examples of potential benefits are physical, mental, emotional and social.</p>
PE.7.R.6.3:	Participate in games, sports and/or physical activities from other cultures.
	Participate in modified versions of team sports demonstrating mature patterns while using a variety of manipulative skills.
PE.7.M.1.1:	<p>Remarks/Examples: Some examples of manipulative skills are throwing, catching, kicking, punting, trapping, dribbling, volleying and striking.</p>
	Use basic offensive and defensive strategies while playing modified versions of a variety of sports and activities.
PE.7.M.1.2:	<p>Remarks/Examples: An example of a modified version of a sport or activity is a small sided game.</p>
	Demonstrate appropriate relationships between the body and an opponent in dynamic game situations.
PE.7.M.1.3:	<p>Remarks/Examples: Some examples are staying between opponent and goal and moving between opponent and the ball.</p>
	Demonstrate the critical elements in specialized skills related to a variety of team sports or outdoor pursuits activities.
PE.7.M.1.6:	<p>Remarks/Examples: Some examples are overhand throw for distance/force, forearm passing in volleyball, steering a canoe, batting and the correct stance in archery.</p>
PE.7.M.1.7:	Utilize proper equipment and implement appropriate safety procedures for participation in a variety of sports or activities.
	Apply technology to evaluate, monitor and improve individual skill performance.
PE.7.M.1.8:	<p>Remarks/Examples: Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes and digital cameras.</p>
PE.7.M.1.9:	Demonstrate principles of biomechanics necessary for safe and

successful performance.

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

M/J Outdoor Pursuits/Aquatics - Grade 7 (#1508300)

Version for Academic Year: 2015 - 2016

Course Number: 1508300

Abbreviated Title: M/J OUTDR PRSTS GRD7

Course Length: Semester (S)

Course Type: Elective

Course Status: Draft - Course Pending Approval

Grade Level(s): 7

VERSION DESCRIPTION

This course is designed for 7th grade students and is intended to be 18 weeks in length. The purpose of this course is to provide the skills, knowledge, and motivation necessary for participation in non-traditional forms of physical activity. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a physically active lifestyle.

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:

- 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).

English Language Development ELD Standards Special Notes Section:

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

topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
MAFS.7.SP.3.5:	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
HE.7.C.1.8:	<p>Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors.</p> <div data-bbox="506 1066 1365 1339" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Abuse of over-the-counter medications, sexually transmitted diseases and sexually transmitted infections from sexual relationships, injury, or death from unsupervised handling of firearms, and physical/emotional injury, or impact from abusive dating partner.</p> </div>
PE.7.C.2.2:	<p>Identify the basic rules for outdoor pursuits/aquatics.</p> <div data-bbox="506 1388 1365 1549" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Some examples are setting up to start, violating rules and keeping accurate score.</p> </div>
PE.7.C.2.4:	Explain basic offensive and defensive strategies in modified games or activities and outdoor pursuits/aquatics.
PE.7.C.2.5:	Identify and explain different types of safety equipment and practices relating to water activities.
PE.7.C.2.6:	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
PE.7.C.2.7:	Identify the critical elements for successful performance of a variety of sport skills.

PE.7.C.2.8:	List specific safety procedures and equipment necessary for a variety of sport skills and physical activities.
	Describe how movement skills learned in one physical activity can be transferred and used in other physical activities.
PE.7.C.2.9:	<p>Remarks/Examples: An example is slow-pitch softball and volleyball underhand serve.</p>
PE.7.L.3.1:	Participate in moderate physical activity on a daily basis.
PE.7.L.3.2:	Participate in vigorous physical activity on a daily basis.
	Participate in a variety of team sports, outdoor pursuits and aquatics activities that promote health-related physical fitness.
PE.7.L.3.3:	<p>Remarks/Examples: The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
PE.7.L.3.4:	Identify the in-school opportunities for participation in team sports, outdoor pursuits and aquatics activities.
PE.7.L.3.5:	Identify the community opportunities that promote team sports, outdoor pursuits and aquatics activities.
PE.7.L.3.6:	Identify a variety of team sports, outdoor pursuits and aquatics activities that promote stress management.
PE.7.R.5.1:	Identify situations in which peer pressure could negatively impact one's own behavior choices.
PE.7.R.5.2:	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.
	Demonstrate responsible behaviors during physical activities.
PE.7.R.5.3:	<p>Remarks/Examples: Some examples of responsible behaviors are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.</p>
PE.7.R.5.4:	List examples of appropriate personal, social and ethical behaviors that apply to specific physical activities.
PE.7.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
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.
PE.7.R.6.2:	Discuss the potential benefits of participation in a variety of physical

	activities.	<p>Remarks/Examples: Some examples of potential benefits are physical, mental, emotional and social.</p>
PE.7.R.6.3:	Participate in games, sports and/or physical activities from other cultures.	
	Use basic offensive and defensive strategies while playing modified versions of a variety of sports and activities.	
PE.7.M.1.2:		<p>Remarks/Examples: An example of a modified version of a sport or activity is a small sided game.</p>
	Demonstrate appropriate relationships between the body and an opponent in dynamic game situations.	
PE.7.M.1.3:		<p>Remarks/Examples: Some examples are staying between opponent and goal and moving between opponent and the ball.</p>
	Demonstrate introductory outdoor pursuits skills.	
PE.7.M.1.4:		<p>Remarks/Examples: Some examples of outdoor pursuits are archery, backpacking, orienteering, hiking, canoeing, fishing and ropes courses.</p>
	Perform aquatics activities to improve or maintain health-related fitness.	
PE.7.M.1.5:		<p>Remarks/Examples: Some examples of aquatic activities are water aerobics, water polo and survival swimming.</p>
	Demonstrate the critical elements in specialized skills related to a variety of team sports or outdoor pursuits activities.	
PE.7.M.1.6:		<p>Remarks/Examples: Some examples are overhand throw for distance/force, forearm passing in volleyball, steering a canoe, batting and the correct stance in archery.</p>
PE.7.M.1.7:	Utilize proper equipment and implement appropriate safety procedures for participation in a variety of sports or activities.	
PE.7.M.1.8:	Apply technology to evaluate, monitor and improve individual skill performance.	

Remarks/Examples:

Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes and digital cameras.

[PE.7.M.1.9:](#)

Demonstrate principles of biomechanics necessary for safe and successful performance.

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

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

M/J Extreme/Alternative Sports - Grade 8 (#1508400)

Version for Academic Year: 2015 - 2016

Course Number: 1508400

Abbreviated Title: M/J EXTRME SPRTS GD8

Course Length: Semester (S)

Course Type: Elective

Course Status: Draft - Course Pending Approval

Grade Level(s): 8

VERSION DESCRIPTION

This course is designed for 8th grade students and is intended to be 18 weeks in length. The purpose of this course is to provide the skills, knowledge, and motivation necessary for participation in non-traditional forms of physical activity. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.

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).

English Language Development ELD Standards Special Notes Section:

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

topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
MAFS.8.SP.1.4:	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. <i>For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?</i>
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
HE.8.B.5.5:	Evaluate the outcomes of a health-related decision. Remarks/Examples: Addiction from alcohol consumption, brain damage from inhalant use, pregnancy from sexual activity, and weight management from proper nutrition.
PE.8.C.2.2:	Identify basic rules for alternative/extreme sports activities. Remarks/Examples: Some examples are setting up to start, violating rules and keeping accurate score.
PE.8.C.2.3:	Explain basic offensive and defensive strategies in individual/dual sports.
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.C.2.7:	List specific safety procedures and equipment necessary for a variety

	of sport skills and physical activities.
PE.8.C.2.8:	Describe how movement skills and strategies learned in one physical activity can be transferred and used in other physical activities. Remarks/Examples: Some examples are volleyball and tennis serve and surfing and skate boarding.
PE.8.L.3.1:	Participate in moderate physical activity on a daily basis.
PE.8.L.3.2:	Participate in vigorous physical activity on a daily basis.
PE.8.L.3.3:	Participate in a variety of individual/dual and alternative/extreme sport activities that promote health-related components of fitness. Remarks/Examples: The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.8.L.3.4:	Identify the in-school opportunities for participation in individual/dual and alternative/extreme sports.
PE.8.L.3.5:	Identify the community opportunities for participation in individual/dual and alternative/extreme sports.
PE.8.L.3.6:	Identify a variety of individual/dual and alternative/extreme sport activities that promote stress management.
PE.8.L.4.3:	Use available technology to assess, design and evaluate a personal physical fitness program.
PE.8.R.5.1:	List ways to act independently of peer pressure during physical activities.
PE.8.R.5.2:	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
PE.8.R.5.3:	Demonstrate sportsmanship during game situations. Remarks/Examples: Some examples are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.
PE.8.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. Remarks/Examples: Some examples are respecting teammates, opponents and officials and accepting both victory and defeat.
PE.8.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for

	facilities and safe behaviors while participating in a variety of 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.
PE.8.R.6.2:	Describe the potential benefits of participation in a variety of physical activities. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Remarks/Examples: Some examples of potential benefits are physical, mental, emotional and social.</p> </div>
PE.8.R.6.3:	Compare and contrast games, sports and/or physical activities from other cultures.
PE.8.M.1.1:	Demonstrate competency in motor skills for a variety of individual/dual and extreme/alternative sports.
PE.8.M.1.2:	Demonstrate critical elements when striking with an object or implement.
PE.8.M.1.3:	Demonstrate body management for successful participation in a variety of modified games and activities. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Remarks/Examples: Some examples of body management are balance and agility.</p> </div>
PE.8.M.1.4:	Apply principles of biomechanics necessary for safe and successful performance.
PE.8.M.1.5:	Demonstrate appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.8.M.1.6:	Demonstrate offensive, defensive and transition strategies and tactics.
PE.8.M.1.7:	Apply skill-related components of balance, reaction time, agility, coordination, power and speed to enhance performance levels.
PE.8.M.1.8:	Apply technology to evaluate, monitor and improve individual motor skills. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Remarks/Examples: Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes and digital cameras.</p> </div>
PE.8.M.1.9:	Select and utilize appropriate safety equipment.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Individual/Dual Sports - Grade 8 (#1508500)

Version for Academic Year: 2015 - 2016

Course Number: 1508500

Abbreviated Title: M/J IND/DUAL SPT GD8

Course Length: Semester (S)

Course Type: Elective

Course Status: Draft - Course Pending Approval

Grade Level(s): 8

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
PE.8.M.1.1:	Demonstrate competency in motor skills for a variety of individual/dual and extreme/alternative sports.
PE.8.M.1.2:	Demonstrate critical elements when striking with an object or implement.
PE.8.M.1.3:	Demonstrate body management for successful participation in a variety of modified games and activities. Remarks/Examples: Some examples of body management would be balance and agility.

PE.8.M.1.4:	Apply principles of biomechanics necessary for safe and successful performance.
PE.8.M.1.5:	Demonstrate appropriate speed and generation of force when running sprints or distance, throwing, jumping, striking, or kicking.
PE.8.M.1.6:	Demonstrate offensive, defensive, and transition strategies and tactics.
PE.8.M.1.7:	Apply skill-related components of balance, reaction time, agility, coordination, power, and speed to enhance performance levels.
PE.8.M.1.8:	Apply technology to evaluate, monitor, and improve individual motor skills. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Remarks/Examples: An example is exer-gaming.</p> </div>
PE.8.M.1.9:	Select and utilize appropriate safety equipment.
MAFS.8.SP.1.4:	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. <i>For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?</i>
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
PE.8.C.2.1:	Identify basic rules for individual/dual sports. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Remarks/Examples: Some examples are setting up to start, violating rules and keeping accurate score.</p> </div>
PE.8.C.2.3:	Explain basic offensive and defensive strategies in individual/dual sports.
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.C.2.7:	List specific safety procedures and equipment necessary for a variety of sport skills and physical activities.
PE.8.C.2.8:	Describe how movement skills and strategies learned in one physical activity can be transferred and used in other physical activities.

	<p>Remarks/Examples: Some examples are volleyball and tennis serve and surfing and skate boarding.</p>
HE.8.C.2.9:	<p>Analyze the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.</p> <p>Remarks/Examples: Social conformity, desires, and impulses.</p>
PE.8.L.3.1:	Participate in moderate physical activity on a daily basis.
PE.8.L.3.2:	Participate in vigorous physical activity on a daily basis.
PE.8.L.3.3:	<p>Participate in a variety of individual/dual and alternative/extreme sport activities that promote health-related components of fitness.</p> <p>Remarks/Examples: The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
PE.8.L.3.4:	Identify the in-school opportunities for participation in individual/dual and alternative/extreme sports.
PE.8.L.3.5:	Identify the community opportunities for participation in individual/dual and alternative/extreme sports.
PE.8.L.3.6:	Identify a variety of individual/dual and alternative/extreme sport activities that promote stress management.
PE.8.L.4.3:	Use available technology to assess, design and evaluate a personal physical fitness program.
PE.8.R.5.1:	List ways to act independently of peer pressure during physical activities.
PE.8.R.5.2:	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
PE.8.R.5.3:	<p>Demonstrate sportsmanship during game situations.</p> <p>Remarks/Examples: Some examples are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.</p>
PE.8.R.5.4:	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <p>Remarks/Examples: Some examples are respecting teammates, opponents and</p>

	officials and accepting both victory and defeat.
PE.8.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of 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.
PE.8.R.6.2:	Describe the potential benefits of participation in a variety of physical activities. Remarks/Examples: Some examples of potential benefits are physical, mental, emotional and social.
PE.8.R.6.3:	Compare and contrast games, sports and/or physical activities from other cultures.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Comprehensive - Grades 6/7 (#1508600)

Version for Academic Year: 2015 - 2016

Course Number: 1508600

Abbreviated Title: M/J COMPRE GRDE 6/7

Course Length: Semester (S)

Course Type: Elective

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7

VERSION DESCRIPTION

This course is designed for 6th and 7th grade students and intended to be 18 weeks in length. The purpose of this course is to provide a foundation of knowledge, skills, and values necessary for the development of a physically active lifestyle. The course content provides exposure to a variety of movement opportunities and experiences which includes, but is not limited to: Fitness Activities, Educational Gymnastics and Dance, and Team Sports. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.

GENERAL NOTES

Special Notes:

Instructional Practices

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

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

English Language Development ELD Standards Special Notes Section:

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

purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
PE.6.M.1.1:	Demonstrate movements designed to improve and maintain cardiorespiratory endurance, muscular strength and endurance, flexibility, and proper body composition.
PE.6.M.1.9:	Create and perform a rhythmic movement sequence while working with a partner or group.
PE.6.M.1.7:	Design and perform a routine to rhythm with a partner or a group while incorporating gymnastic actions and various forms of locomotion on small and/or large apparatus.
PE.6.M.1.5:	Perform movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.
PE.6.M.1.4:	Perform at least three activities having value for cardiorespiratory fitness.
PE.6.M.1.2:	Perform at least three different activities that achieve target heart rate.
PE.6.M.1.6:	Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transfer of weight.
PE.6.M.1.13:	Use technology to assess, enhance, and maintain motor skill performance.
PE.6.M.1.11:	Apply proper warm-up and cool-down techniques.
PE.6.M.1.3:	Demonstrate the principles of training (overload, specificity, progression) and conditioning (frequency, intensity, time, and type) for specific physical activities.
PE.6.M.1.12:	Use proper safety practices. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Remarks/Examples: Some examples of safety practices would be the use of sun screen, hydration, selection of clothing, and correct</p> </div>

	<p>biomechanics.</p>
MAFS.6.RP.1.1:	<p>Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”</i></p>
LAFS.68.RST.2.4:	<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</p>
HE.7.B.6.3:	<p>Explain strategies and skills needed to assess progress and maintenance of a personal health goal.</p> <p>Remarks/Examples: Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and rewarding milestones.</p>
HE.7.P.8.2:	<p>Articulate a position on a health-related issue and support it with accurate health information.</p> <p>Remarks/Examples: Bullying prevention, Internet safety, and nutritional choices.</p>
PE.6.C.2.3:	<p>Describe how each of the health-related components of fitness are improved through the application of training principles.</p> <p>Remarks/Examples: The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
PE.6.C.2.4:	<p>Describe the long-term benefits of regular physical activity.</p> <p>Remarks/Examples: Some examples of types of long-term benefits are physical, cognitive and emotional.</p>
PE.6.C.2.7:	<p>Determine personal target heart-rate zone and explain how to adjust intensity level to stay within the desired range.</p>
PE.6.C.2.11:	<p>Prepare a log noting the food intake, calories consumed and energy expended through physical activity and describe results.</p>
PE.6.C.2.12:	<p>List the components of skill-related fitness.</p> <p>Remarks/Examples: The components of skill-related fitness are speed, coordination,</p>

	balance, power, agility and reaction time.
PE.6.C.2.13:	List appropriate warm-up and cool-down techniques and the reasons for using them.
PE.6.C.2.21:	Identify the precautions to be taken when exercising in extreme weather and/or environmental conditions.
	List the three different types of heat illnesses associated with fluid loss.
PE.6.C.2.22:	<p>Remarks/Examples: The three types of heat illnesses are heat cramps, heat exhaustion and heat stroke.</p>
	Identify the basic rules for team sports.
PE.7.C.2.1:	<p>Remarks/Examples: Some examples are setting up to start, violating rules and keeping accurate score.</p>
PE.7.C.2.3:	Explain basic offensive and defensive strategies in modified games or activities and team sports.
PE.7.C.2.6:	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
PE.7.C.2.8:	List specific safety procedures and equipment necessary for a variety of sport skills and physical activities.
	Describe how movement skills learned in one physical activity can be transferred and used in other physical activities.
PE.7.C.2.9:	<p>Remarks/Examples: An example is slow-pitch softball and volleyball underhand serve.</p>
PE.6.L.3.1:	Participate in moderate physical activity on a daily basis.
PE.6.L.3.2:	Participate in vigorous physical activity on a daily basis.
	Participate in a variety of fitness, wellness, gymnastics and dance activities that promote the components of health-related fitness.
PE.6.L.3.3:	<p>Remarks/Examples: The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
PE.6.L.3.4:	Identify the in-school opportunities for physical activity that promote fitness, wellness, gymnastics and dance.
PE.6.L.3.5:	Identify the community opportunities for physical activity that

	promote fitness, wellness, gymnastics and dance.
PE.6.L.3.6:	Identify a variety of fitness, wellness, gymnastics and dance activities that promote stress management.
PE.6.L.4.1:	Create, implement and assess a personal fitness program in collaboration with a teacher.
PE.6.L.4.2:	Develop goals and strategies for a personal physical fitness program.
PE.6.L.4.3:	Use available technology to assess, design and evaluate a personal physical-activity plan.
PE.6.L.4.4:	Develop a personal fitness program including a variety of physical activities.
PE.7.R.5.1:	Identify situations in which peer pressure could negatively impact one's own behavior choices.
PE.7.R.5.2:	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.
	Demonstrate responsible behaviors during physical activities.
PE.7.R.5.3:	<div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Some examples of responsible behaviors are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.</p> </div>
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.
	Identify the potential benefits of participation in a variety of physical activities.
PE.6.R.6.2:	<div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Some examples of potential benefits of participation are physical, mental, emotional and social.</p> </div>
PE.6.R.6.3:	Participate in games, sports and/or physical activities from other cultures.
	Participate in modified versions of team sports demonstrating mature patterns while using a variety of manipulative skills.
PE.7.M.1.1:	<div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: Some examples of manipulative skills are throwing, catching, kicking, punting, trapping, dribbling, volleying and striking.</p> </div>
PE.7.M.1.2:	Use basic offensive and defensive strategies while playing modified versions of a variety of sports and activities.
	<div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples:</p> </div>

	<p>An example of a modified version of a sport or activity is a small sided game.</p>
<p>PE.7.M.1.4:</p>	<p>Demonstrate introductory outdoor pursuits skills.</p> <p>Remarks/Examples: Some examples of outdoor pursuits are archery, backpacking, orienteering, hiking, canoeing, fishing and ropes courses.</p>
<p>PE.7.M.1.7:</p>	<p>Utilize proper equipment and implement appropriate safety procedures for participation in a variety of sports or activities.</p>
<p>PE.7.M.1.8:</p>	<p>Apply technology to evaluate, monitor and improve individual skill performance.</p> <p>Remarks/Examples: Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes and digital cameras.</p>
<p>ELD.K12.ELL.1.1:</p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

M/J Comprehensive - Grades 7/8 (#1508700)

Version for Academic Year: 2015 - 2016

Course Number: 1508700

Abbreviated Title: M/J COMPRE GDE 7/8

Course Length: Semester (S)

Course Type: Elective

Course Status: Draft - Course Pending Approval

Grade Level(s): 7,8

VERSION DESCRIPTION

This course is designed for 7th and 8th grade students and is intended to be 18 weeks in length. The purpose of this course is to build on previously acquired knowledge, skills, and values necessary for the implementation and maintenance of a physically active lifestyle. The course content provides exposure to a variety of movement opportunities and experiences which include, but is not limited to: Outdoor Pursuits/Aquatics, Individual/Dual Sports and Alternative/Extreme Sports. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.

GENERAL NOTES

Special Note:

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.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
MAFS.7.SP.3.5:	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
LAFS.7.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. <ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
HE.8.C.1.5:	Identify major chronic diseases that impact human body systems.

	<p>Remarks/Examples: Cancer, hypertension and coronary artery disease, asthma, and diabetes.</p>
	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.
HE.8.B.6.4:	<p>Remarks/Examples: Weight reduction, cost of healthier food, availability of exercise equipment, and general health.</p>
PE.7.C.2.6:	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
	Describe how movement skills learned in one physical activity can be transferred and used in other physical activities.
PE.7.C.2.9:	<p>Remarks/Examples: An example is slow-pitch softball and volleyball underhand serve.</p>
PE.8.C.2.3:	Explain basic offensive and defensive strategies in individual/dual sports.
PE.8.C.2.4:	Explain basic offensive and defensive strategies in alternative/extreme sports activities.
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.C.2.7:	List specific safety procedures and equipment necessary for a variety of sport skills and physical activities.
PE.7.L.3.1:	Participate in moderate physical activity on a daily basis.
PE.7.L.3.2:	Participate in vigorous physical activity on a daily basis.
PE.8.L.3.1:	Participate in moderate physical activity on a daily basis.
PE.8.L.3.2:	Participate in vigorous physical activity on a daily basis.
	Participate in a variety of individual/dual and alternative/extreme sport activities that promote health-related components of fitness.
PE.8.L.3.3:	<p>Remarks/Examples: The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
PE.8.L.3.4:	Identify the in-school opportunities for participation in individual/dual and alternative/extreme sports.

PE.8.L.3.5:	Identify the community opportunities for participation in individual/dual and alternative/extreme sports.
PE.8.L.3.6:	Identify a variety of individual/dual and alternative/extreme sport activities that promote stress management.
PE.8.L.4.1:	Create, implement and assess a personal fitness program in collaboration with a teacher.
PE.8.L.4.2:	Develop goals and strategies for a personal physical fitness program.
PE.8.L.4.3:	Use available technology to assess, design and evaluate a personal physical fitness program.
PE.8.L.4.4:	Develop a personal fitness program including a variety of physical activities.
PE.8.L.4.5:	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
PE.7.R.5.1:	Identify situations in which peer pressure could negatively impact one's own behavior choices.
PE.7.R.5.2:	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.
PE.7.R.5.3:	Demonstrate responsible behaviors during physical activities. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Remarks/Examples: Some examples of responsible behaviors are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.</p> </div>
PE.7.R.5.4:	List examples of appropriate personal, social and ethical behaviors that apply to specific physical activities.
PE.8.R.5.1:	List ways to act independently of peer pressure during physical activities.
PE.8.R.5.2:	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
PE.8.R.5.3:	Demonstrate sportsmanship during game situations. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Remarks/Examples: Some examples are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.</p> </div>
PE.8.R.5.4:	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Remarks/Examples: Some examples are respecting teammates, opponents and officials and accepting both victory and defeat.</p> </div>

PE.8.R.5.5:	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
	Discuss the potential benefits of participation in a variety of physical activities.
PE.7.R.6.2:	<p>Remarks/Examples: Some examples of potential benefits are physical, mental, emotional and social.</p>
PE.7.R.6.3:	Participate in games, sports and/or physical activities from other cultures.
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.
	Describe the potential benefits of participation in a variety of physical activities.
PE.8.R.6.2:	<p>Remarks/Examples: Some examples of potential benefits are physical, mental, emotional and social.</p>
PE.8.R.6.3:	Compare and contrast games, sports and/or physical activities from other cultures.
	Participate in modified versions of team sports demonstrating mature patterns while using a variety of manipulative skills.
PE.7.M.1.1:	<p>Remarks/Examples: Some examples of manipulative skills are throwing, catching, kicking, punting, trapping, dribbling, volleying and striking.</p>
	Use basic offensive and defensive strategies while playing modified versions of a variety of sports and activities.
PE.7.M.1.2:	<p>Remarks/Examples: An example of a modified version of a sport or activity is a small sided game.</p>
	Demonstrate appropriate relationships between the body and an opponent in dynamic game situations.
PE.7.M.1.3:	<p>Remarks/Examples: Some examples are staying between opponent and goal and moving between opponent and the ball.</p>
PE.7.M.1.6:	Demonstrate the critical elements in specialized skills related to a variety of team sports or outdoor pursuits activities.

	<p>Remarks/Examples: Some examples are overhand throw for distance/force, forearm passing in volleyball, steering a canoe, batting and the correct stance in archery.</p>
PE.7.M.1.8:	<p>Apply technology to evaluate, monitor and improve individual skill performance.</p> <p>Remarks/Examples: Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes and digital cameras.</p>
PE.7.M.1.9:	Demonstrate principles of biomechanics necessary for safe and successful performance.
PE.8.M.1.2:	Demonstrate critical elements when striking with an object or implement.
PE.8.M.1.3:	<p>Demonstrate body management for successful participation in a variety of modified games and activities.</p> <p>Remarks/Examples: Some examples of body management are balance and agility.</p>
PE.8.M.1.4:	Apply principles of biomechanics necessary for safe and successful performance.
PE.8.M.1.5:	Demonstrate appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.8.M.1.6:	Demonstrate offensive, defensive and transition strategies and tactics.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J AVID 7th & Career Planning (#1700125)

Version for Academic Year: 2015 - 2016

Course Number: 1700125

Abbreviated Title: M/J AVID 7TH & C/P

Course Status: Draft - Course Pending Approval

Grade Level(s): 7

VERSION DESCRIPTION

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

The seventh grade AVID Elective course builds upon the components of the AVID philosophy. Students will refine short- and long-term goals, and as a result, begin to understand the value in taking charge of their actions. Students will start working on intrapersonal and interpersonal skills, as well as formal and informal speech. Students will complete self-evaluations and peer evaluations, related to reading, writing, organization, and speaking. In broadening their writing practice, students will begin considering audience, purpose and form in their writing. Students will take an active role in their learning, understanding the roles of all members in assignments and collaborative lessons. They will expand their knowledge bases of note-taking, in relation to studying and test preparation. Students will be exposed to different field trips, guest speakers and research, to increase their knowledge of college and career options.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. Course student performance standards must be adopted by the district, and they must reflect appropriate Florida Standards.

Related AVID Standards

Domain CD: Character Development

Cluster 1 Self-Awareness

The student will:

AV.7.CD.1.1 - utilize SLANT interactions in all classes

AV.7.CD.1.2 - utilize proper interpersonal skills, such as proper introductions and handshakes

AV.7.CD.1.3 - complete and analyze self-evaluations about learning styles, emotions and personal behaviors

AV.7.CD.1.4 - differentiate between the three basic learning styles (auditory, visual, kinesthetic)

AV.7.CD.1.5 - monitor personal decision-making as a representative of AVID

AV.7.CD.1.6 - recognize and share personal accomplishments

Cluster 2 Goals

The student will:

AV.7.CD.2.1 - calculate grade point average and set academic goals for success, being sure to monitor goals at the end of each grading period

AV.7.CD.2.2 - review and refine academic six-year plan for secondary education with teachers, guidance counselors, especially during registration for eighth-grade courses

AV.7.CD.2.3 - create an action plan to identify goals for attending a college or university

AV.7.CD.2.4 - understand the difference between goals and wishes

AV.7.CD.2.5 - differentiate between and write long-range, mid-range and short-range goals

AV.7.CD.2.6 - monitor guidelines of AVID school contract, in order to fulfill requirements

AV.7.CD.2.7 - identify and confront barriers in goal setting and accomplishing goals

Cluster 3 Community and School Involvement

The student will:

AV.7.CD.3.1 - participate in a variety of school activities/clubs and community service opportunities throughout the year

Cluster 4 Ownership of Learning

The student will:

AV.7.CD.4.1 - access grades online or from teachers on a regular basis

AV.7.CD.4.2 - analyze grade reports to create a study/action plan for continued academic improvement

Domain COMM: Communication

Cluster 1 Speaking

The student will:

AV.7.COMM.1.1 - understand intermediate terminology associated with public speaking

AV.7.COMM.1.2 - practice varying word choice and tone when speaking

AV.7.COMM.1.3 - utilize proper adult salutations (Dr., Mrs., Ms., etc.)

AV.7.COMM.1.4 - develop awareness of nonverbal communication when speaking, including body language and eye contact

AV.7.COMM.1.5 - understand the difference between a formal and informal speech

AV.7.COMM.1.6 - present a personal speech to build confidence in public speaking

AV.7.COMM.1.7 - draft, edit, revise and present written speeches on various topics

AV.7.COMM.1.8 - practice speaking skills in front of small groups

Cluster 2 Listening

The student will:

AV.7.COMM.2.1 - create rubrics to evaluate speeches

AV.7.COMM.2.2 - pose questions to the presenter
AV.7.COMM.2.3 - understand the difference between hearing and listening, and practice how to be a "critical listener" by taking Cornell notes and reflecting with class

Domain WRI: Writing

Cluster 1 The Writing Process

The student will:

- AV.7.WRI.1.1 - use graphic organizers and quick-writes to prepare for writing assignments
- AV.7.WRI.1.2 - analyze prompts, in order to effectively respond to writing assignments
- AV.7.WRI.1.3 - begin considering the audience, purpose and form for writing assignments
- AV.7.WRI.1.4 - in collaborative groups, revise drafts or writing to improve and clarify
- AV.7.WRI.1.5 - edit student's essays, especially checking for errors in capitalization and pronoun usage
- AV.7.WRI.1.6 - use common editing marks during the editing process
- AV.7.WRI.1.7 - utilize rubrics to self-evaluate and peer evaluate work
- AV.7.WRI.1.8 - reflect on one's own writing to encourage continual growth

Cluster 2 Writing Skills

The student will:

- AV.7.WRI.2.1 - develop a clear thesis for expository writing
- AV.7.WRI.2.2 - engage and orient the reader by establishing a context and point of view through the development of a strong introduction
- AV.7.WRI.2.3 - apply strategies to build and expand on vocabulary/word choice
- AV.7.WRI.2.4 - apply strategies to develop ideas and use specific details
- AV.7.WRI.2.5 - effectively use pronouns in writing
- AV.7.WRI.2.6 - use proper capitalization in writing

Cluster 3 Writing Applications

The student will:

- AV.7.WRI.3.1 - develop and strengthen writing through the creation of an informational essay
- AV.7.WRI.3.2 - develop and strengthen writing through the creation of an memoir essay
- AV.7.WRI.3.3 - use writing activities from content area classes to practice, develop and refine writing skills

Cluster 4 Writing to Learn

The student will:

- AV.7.WRI.4.1 - compose well-written summaries using the writer's own words not copying the original text
- AV.7.WRI.4.2 - differentiate between a summary and a reflection
- AV.7.WRI.4.3 - use a variety of models to complete weekly learning logs that include thoughts, reactions and responses to class content
- AV.7.WRI.4.4 - write self-reflections on presentations, speeches and field trips

Domain INQ: Inquiry

Cluster 1 Costa's Levels of Thinking

The student will:

AV.7.INQ.1.1 - deepen understanding of Costa's Levels of Thinking and/or Bloom's Taxonomy by recognizing differences between the levels

Cluster 2 Tutorials

The student will:

AV.7.INQ.2.1 - understand and utilize 10 Steps in the Tutorial Process

AV.7.INQ.2.2 - understand roles of all participants in academic tutorials with peers as group members and college tutors as facilitators, twice per week

AV.7.INQ.2.3 - complete the Tutorial Request Form (TRF), including heading, source, academic vocabulary, point of confusion and level 2 question(s), prior to class

AV.7.INQ.2.4 - assume appropriate roles(student presenter or group member) during the tutorial process. The student presenter will explain new understanding of their question, and the group members will ask clarifying questions.

AV.7.INQ.2.5 - develop thought provoking questions, in order to actively participate in academic tutorials

Cluster 3 Socratic Seminar and Philosophical Chairs

The student will:

AV.7.INQ.3.1 - actively participate in and evaluate the process of Philosophical Chairs and/or Socratic Seminar, selecting topics/articles as appropriate

AV.7.INQ.3.2 - analyze how two or more authors, writing about the same topic, shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts in a Socratic Seminar or Philosophical Chairs discussion

AV.7.INQ.3.3 - compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words) in a Socratic Seminar or Philosophical Chairs discussion

Domain COLL: Collaboration

Cluster 1 Collaborative Skills

The student will:

AV.7.COLL.1.1 - foster trust building skills by working with partners to complete a specified task

AV.7.COLL.1.2 - enhance understanding of collaboration by working in groups during team building and motivational activities of problem solving

AV.7.COLL.1.3 - participates in group discussions and reflections based on collaborative work (e.g., Think-Pair-Share, Jigsaw, Numbered Heads)

AV.7.COLL.1.4 - acknowledges new information expressed by others and, when warranted, modify views accordingly

AV.7.COLL.1.5 - engage in dialogue with a large, teacher-supported group discussion, to gain a deeper understanding of the topic discussed and the process used

AV.7.COLL.1.6 - refine inquiry, listening, and oral communication skills through a variety of activities, including tutorials, presentations, Socratic Seminars, and

Philosophical Chairs

Domain ORG: Organization

Cluster 1 Organization and Time Management

The student will:

AV.7.ORG.1.1 - develop and maintain an organized binder, divided by subjects, which includes a supply pouch and other academically useful materials

AV.7.ORG.1.2 - reorganize the binder at the end of each grading period

AV.7.ORG.1.3 - utilize an assignment log or calendar, which shows when assignments are due, when assignments are completed and submitted, and the grade each assignment received for each class

AV.7.ORG.1.4 - evaluate personal time management habits and monitor effectiveness accordingly

AV.7.ORG.1.5 - continue compiling an academic portfolio demonstrating personal and academic growth

AV.7.ORG.1.6 - complete reflection/ learning log and present on contributions to academic portfolio

AV.7.ORG.1.7 - publish final versions of writing for the academic portfolio

Cluster 2 Note-Taking

The student will:

AV.7.ORG.2.1 - develop a basic understanding pertaining to the components of the CORNELL WAY focused note-taking process

AV.7.ORG.2.2 - take notes for each core class on a weekly basis

AV.7.ORG.2.3 - take seven to twelve pages of quality Cornell notes per week

AV.7.ORG.2.4 - understand how to utilize Cornell notes as a study tool

AV.7.ORG.2.5 - have notes available during tutorials to support questioning

AV.7.ORG.2.6 - understand how to identify important points, use abbreviations, and use shorthand in the right column of Cornell notes

AV.7.ORG.2.7 - begin writing questions (any level) in the left column that correspond to chunks of information in the notes section

AV.7.ORG.2.8 - compose an essential question based on the standard or objective covered by the lesson

AV.7.ORG.2.9 - reflect on all notes taken during a unit of study after the test is returned and consider gaps of study that led to missed questions

Cluster 3 Research and Technology

The student will:

AV.7.ORG.3.1 - use technology in assignments and presentations, particularly in response to guest speaker presentation, field trip experiences, and final drafts of writing assignments

AV.7.ORG.3.2 - demonstrate command of keyboarding skills to type a minimum of three pages

Cluster 4 Test Preparation and Test-Taking

The student will:

AV.7.ORG.4.1 - identify and reflect on particular problems in preparing for, or taking, tests

AV.7.ORG.4.2 - identify and distinguish strategies to study for different types of exams (such as matching, true-false, multiple-choice, vocabulary, and essay tests)

Domain REA: Reading

Cluster 1 Vocabulary

The student will:

AV.7.REA.1.1 - identify key vocabulary while reading

Cluster 2 Textual Analysis

The student will:

AV.7.REA.2.1 - read and discuss various examples of text, including, but not limited to, articles from magazines and newspapers

AV.7.REA.2.2 - analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning

AV.7.REA.2.3 - determine the main idea of grade-appropriate text

AV.7.REA.2.4 - use multiple reading strategies, including, but not limited to, Marking the Text, annotating text and numbering paragraphs to better understand text while reading

AV.7.REA.2.5 - circle and underline relevant information

AV.7.REA.2.6 - summarize informational text

AV.7.REA.2.7 - connect visuals (captions, illustrations, etc.) to the surrounding text.

Domain CR: College Readiness

Cluster 1 Guest Speakers

The student will:

AV.7.CR.1.1 - choose guest speakers who represent careers of interest and prepare questions for the speakers prior to their visit when appropriate

AV.7.CR.1.2 - use listening skills during presentations by guest speakers from the school, community and college, which focus on the value of postsecondary education and choosing a college

AV.7.CR.1.3 - draft, peer edit, revise and create a final draft of a thank-you letter to guest speakers

Cluster 2 Field Trips

The student will:

AV.7.CR.2.1 - participate in field trips, such as college/university visits that are different from the previous year, feeder high school trips for a shadow day to visit an AP/IB/AICE/DE class, and feeder elementary visits for service learning and/or a trip that focuses on careers

AV.7.CR.2.2 - use skills of listening and observing during field trip experiences

Cluster 3 College and Career Knowledge

The student will:

AV.7.CR.3.1 - use technology to research colleges of interest

- AV.7.CR.3.2 - begin developing an understanding about the value of a college education
- AV.7.CR.3.3 - begin a basic understanding of college vocabulary
- AV.7.CR.3.4 - prepare for and conduct a career interview on a profession of choice
- AV.7.CR.3.5 - research various careers, comparing salaries and qualifications

GENERAL NOTES

Special Note: Skills acquired in this course will be implemented by the student across the curriculum. M/J Advancement Via Individual Determination 7 (M/J AVID 7) is a rigorous course offered by AVID Center, and content must be provided as specified by AVID Center. Students who are successful in this course will be on the appropriate pathway to success in M/J AVID 8. Teachers must receive training from AVID Center to teach this course.

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

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.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

VERSION REQUIREMENTS

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

COURSE STANDARDS

Name	Description
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J AVID 8th (#1700130)

Version for Academic Year: 2015 - 2016

Course Number: 1700130

Abbreviated Title: M/J AVID 8TH

Course Status: Draft - Course Pending Approval

Grade Level(s): 8

VERSION DESCRIPTION

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

The eighth grade AVID Elective course is the year of preparation for high school. The students will regularly exhibit and utilize the skills and strategies learned in the sixth and seventh grade AVID courses. Students will refine previous goals, focusing on their transition to high school as part of a college preparatory path. Their writing will focus on completing all steps of the writing process and varying style, word choice, vocabulary, structure and voice. Major writing assignments include persuasive, expository, descriptive and timed writing. Students will transition from active learners to leaders. Other areas of focus include increasing the use of technology and building upon their test preparation and test-taking knowledge. They will broaden their experiences with analyzing text and utilizing appropriate reading strategies in various settings. Students will become more involved in the presentations of guest speakers and field trips, particularly as they relate to preparation and prior knowledge. Students will also participate in college preparatory testing and build connections with the high school they will attend.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

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

Related AVID Standards

Domain CD: Character Development

Cluster 1 Self-Awareness

The student will:

- AV.8.CD.1.1 - utilize SLANT interactions in all classes
- AV.8.CD.1.2 - exhibit positive behaviors to others, serving as a role model for peers
- AV.8.CD.1.3 - collaborate with other students who have different learning styles
- AV.8.CD.1.4 - identify conflict management skills necessary for various conflict situations
- AV.8.CD.1.5 - discuss views and opinions about the transition to high school, as well as how to be successful in high school
- AV.8.CD.1.6 - understand the consequences of work ethic, regarding expectations in high school and college
- AV.8.CD.1.7 - understand and utilize the WICR strategies in classes other than the AVID Elective, expressing ownership of academic behaviors

Cluster 2 Goals

The student will:

- AV.8.CD.2.1 - calculate grade point average and set academic and personal goals for success, being sure to monitor goals at the end of each grading period
- AV.8.CD.2.2 - revisit academic six-year plan for secondary education with teachers, parents, and guidance counselors, especially during registration for ninth-grade courses
- AV.8.CD.2.3 - re-affirm goals for attending a college and/or university by adding descriptions to action plans
- AV.8.CD.2.4 - create written and visual depictions of long-range, mid-range and short-range goals to achieve personal, academic or social goals
- AV.8.CD.2.5 - set short-range goals around projects and/or required reading
- AV.8.CD.2.6 - select an honors course in high school and write an action plan for successfully completing the course
- AV.8.CD.2.7 - reflect on and analyze successes and challenges in developing time management skills

Cluster 3 Community and School Involvement

The student will:

- AV.8.CD.3.1 - develop leadership skills by participating in activities, such as: mentoring, community events, service learning, club's, athletic teams, and/or groups within the school

Cluster 4 Ownership of Learning

The student will:

- AV.8.CD.4.1 - access grades online or from teachers on a regular basis
- AV.8.CD.4.2 - analyze grade reports to create a study/action plan for continued academic improvement
- AV.8.CD.4.3 - evaluate and determine when to seek help to clarify assignment and grades

Domain COMM: Communication

Cluster 1 Speaking

The student will:

- AV.8.COMM.1.1 - understand and use terminology associated with public speaking

AV.8.COMM.1.2 - be aware of audience and differentiate word choice, tone and voice when speaking

AV.8.COMM.1.3 - develop awareness of nonverbal communication when speaking, including body language and eye contact

AV.8.COMM.1.4 - create rubrics to evaluate speeches on content, delivery and soundness of reasoning

AV.8.COMM.1.5 - prepare and use visual aids that support the topic of the speech or presentation

AV.8.COMM.1.6 - draft, edit, revise and present a speech to inform

AV.8.COMM.1.7 - appeal to interest of audience members

AV.8.COMM.1.8 - utilize speaking skills in communicating with teachers, counselors and administrators, regarding learning, academic performance and goals

AV.8.COMM.1.9 - promote scholarly discourse in tutorials, Socratic Seminars, and Philosophical Chairs

Cluster 2 Listening

The student will:

AV.8.COMM.2.1 - Create rubrics to evaluate speeches on content, delivery, and soundness of reasoning
AV.8.COMM.2.2 - Pose questions that elicit elaboration

Domain WRI: Writing

Cluster 1 The Writing Process

The student will:

AV.8.WRI.1.1 - use varied strategies to prepare for and plan writing assignments

AV.8.WRI.1.2 - budget and plan time to complete all steps of the writing process

AV.8.WRI.1.3 - use feedback from readers to revise drafts

AV.8.WRI.1.4 - edit students' essays, especially checking for word choice and voice

AV.8.WRI.1.5 - utilize rubrics to self-evaluate and peer evaluate work

Cluster 2 Writing Skills

The student will:

AV.8.WRI.2.1 - incorporate a body paragraph structure, which establishes and maintains a formal style

AV.8.WRI.2.2 - provide a conclusion that follows from and reflects on the narrated experiences or events

AV.8.WRI.2.3 - apply strategies to build and expand on vocabulary/ word choice, in order to avoid using clichés in writing

AV.8.WRI.2.4 - write descriptive sentences with varied structure

AV.8.WRI.2.5 - understand and utilize active and passive voice in writing assignments, as appropriate

AV.8.WRI.2.6 - correctly integrate quotes, while citing sources appropriately

Cluster 3 Writing Applications

The student will:

AV.8.WRI.3.1 - develop and strengthen writing through the creation of a persuasive essay

- AV.8.WRI.3.2 - develop and strengthen writing through the creation of an editorial essay
- AV.8.WRI.3.3 - develop and strengthen writing through the creation of a 'description of a place' essay
- AV.8.WRI.3.4 - write to a prompt under timed circumstances

Cluster 4 Writing to Learn

The student will:

- AV.8.WRI.4.1 - compose well-written summaries adhering to the five criteria of good summaries
- AV.8.WRI.4.2 - evaluate summaries using rubrics and checklists
- AV.8.WRI.4.3 - refine usage of weekly learning logs, which include thoughts, reactions and responses to class content, and focus on applying concepts learned to one's life and future
- AV.7.WRI.4.4 - write detailed self-reflections on experiences, presentations, speeches and field trips

Domain INQ: Inquiry

Cluster 1 Costa's Levels of Thinking

The student will:

- AV.8.INQ.1.1 - recognize and create questions based on Costa's Levels of Thinking and/or Bloom's Taxonomy
- AV.8.INQ.1.2 - focus on the generalization of processes pertaining to how a solution was found

Cluster 2 Tutorials

The student will:

- AV.8.INQ.2.1 - refine the 10 Steps in the Tutorial Process
- AV.8.INQ.2.2 - understand roles of all participants in academic tutorials with peers as group members and college tutors as facilitators, twice per week
- AV.8.INQ.2.3 - as a group member, ask questions, guide and facilitate understanding, support use of resources and take Cornell notes
- AV.8.INQ.2.4 - complete reflections about the learning process of answering and solving tutorial questions
- AV.8.INQ.2.5 - develop content-specific, higher-level questions, in order to actively participate in academic tutorials based on analysis of academic grades and needs, outside of class

Cluster 3 Socratic Seminar and Philosophical Chairs

The student will:

- AV.8.INQ.3.1 - actively participate in and evaluate the process of Philosophical Chairs and/or Socratic Seminar, focusing on strategies for continuous improvement
- AV.8.INQ.3.2 - reference text, citing location to support claims and questions
- AV.8.INQ.3.3 - analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation in a Socratic Seminar or Philosophical Chairs discussion
- AV.8.INQ.3.4 - evaluate the advantages and disadvantages of using different mediums

(e.g., print or digital text, video, multimedia) to present a particular topic or idea in a Socratic Seminar or Philosophical Chairs discussion

Domain COLL: Collaboration

Cluster 1 Collaborative Skills

The student will:

AV.8.COLL.1.1 - continue to foster trust building skills by working with classmates

AV.8.COLL.1.2 - refine inquiry, listening, and oral communication skills through a variety of activities, including tutorials, presentations, Socratic Seminars, and Philosophical Chairs

AV.8.COLL.1.3 - enhance understanding of collaboration and develop leadership skills by working in groups during team building and motivational activities or problem solving

AV.8.COLL.1.4 - identify roles within a team/study group to complete a task

Domain ORG: Organization

Cluster 1 Organization and Time Management

The student will:

AV.8.ORG.1.1 - develop and maintain an organized binder, divided by subjects, which includes a supply pouch and other academically useful materials

AV.8.ORG.1.2 - reorganize the binder at the end of each grading period

AV.8.ORG.1.3 - utilize an assignment log or calendar, which shows when assignments are due, when assignments are completed and submitted, and the grade each assignment received for each class

AV.8.ORG.1.4 - create a weekly action plan based on the student's academic needs

AV.8.ORG.1.5 - complete an academic portfolio for middle school, demonstrating personal and academic growth

AV.8.ORG.1.6 - complete reflection/ learning log and present on contributions to academic portfolio

AV.8.ORG.1.7 - publish final versions of writing for the academic portfolio

Cluster 2 Note-Taking

The student will:

AV.8.ORG.2.1 - review and utilize the components of the CORNELL WAY focused note-taking process

AV.8.ORG.2.2 - write Cornell notes for each class, including AVID, on a weekly basis and acquire knowledge pertaining to expectations of usage from each teacher

AV.8.ORG.2.3 - take seven to twelve pages of quality Cornell notes per week

AV.8.ORG.2.4 - fill in gaps of information in Cornell notes to maximize use as a study tool for exams

AV.8.ORG.2.5 - mark, highlight and underline key concepts in notes to show key information

AV.8.ORG.2.6 - write effective summaries for Cornell notes that link all of the learning together

Cluster 3 Research and Technology

The student will:

AV.8.ORG.3.1 - use technology in assignments and presentations, particularly in response to guest speaker presentation, field trip experiences, and writing assignments

AV.8.ORG.3.2 - use the Internet to conduct research in preparation for speeches and essays

AV.8.ORG.3.3 - determine validity and applicability of information gathered on the Internet

Cluster 4 Test Preparation and Test-Taking

The student will:

AV.8.ORG.4.1 - identify and reflect on personal challenges in preparing for, or taking, tests, specifically in advanced and honors courses

AV.8.ORG.4.2 - utilize strategies to prepare for different types of exams

AV.8.ORG.4.3 - utilize relevant notes/resources to anticipate test questions and study for upcoming assessments

AV.8.ORG.4.4 - understand teacher's grading rubric and seek further explanation of test expectations when necessary

AV.8.ORG.4.5 - use test taking strategies, such as reading the directions, completing easier problems first, returning to more challenging problems, and checking all answers

Domain REA: Reading

Cluster 1 Vocabulary

The student will:

AV.8.REA.1.1 - understand how to use context clues in interpreting new vocabulary

Cluster 2 Textual Analysis

The student will:

AV.8.REA.2.1 - compare and contrast the structure of two or more texts and analyze how the structure of each text contributes to its meaning and style

AV.8.REA.2.2 - read and discuss various examples of text, including, but not limited to, articles from fiction and non-fiction

AV.8.REA.2.3 - understand use of persuasive techniques in advertisements and writing

AV.8.REA.2.4 - use multiple reading strategies, including, but not limited to, Marking the Text, and annotating text

AV.8.REA.2.5 - understand and use pre-reading strategies to build background knowledge of unfamiliar texts

AV.8.REA.2.6 - utilize strategies to identify an author's purpose and read for a specific purpose

AV.8.REA.2.7 - practice rereading to deepen understanding of a text

AV.8.REA.2.8 - identify and discuss traits of voice found in literature

AV.8.REA.2.9 - build understanding of drawing inferences from texts

AV.8.REA.2.10 - determine the main idea of grade-appropriate text

Domain CR: College Readiness

Cluster 1 Guest Speakers

The student will:

AV.8.CR.1.1 - prepare for guest speaker presentations by creating questions for the

speakers prior to their visits

AV.8.CR.1.2 - use listening skills during presentations by guest speakers which focus on careers in education, careers in business, community involvement, public speaking and preparation for high school

AV.8.CR.1.3 - draft, peer edit, revise and create a final draft of a letter and/or project of appreciation to guest speakers

Cluster 2 Field Trips

The student will:

AV.8.CR.2.1 - participate in field trips, including, but not limited to, the following: one or two college/university visits that are different from previous year, feeder high school visits for a shadow day of an AVID student, and feeder elementary visits to discuss

AVID AV.8.CR.2.2 - use skills of listening and observing during field trip experiences

AV.8.CR.2.3 - draft, edit, revise and create final draft of writing that reflects on learning from field trip experience(s)

Cluster 3 College and Career Knowledge

The student will:

AV.8.CR.3.1 - use technology, guest speakers and field trips to expose students to different aspects of college

AV.8.CR.3.2 - use the Internet to analyze a career-related website

AV.8.CR.3.3 - utilize email, when appropriate, to interview a person regarding a specific career

AV.8.CR.3.4 - understand differences between jobs and careers

AV.8.CR.3.5 - complete a career interest inventory to determine potential career opportunities that align with interests

Cluster 4 College Entrance Testing

The student will:

AV.8.CR.4.1 - take practice exams of EXPLORE, Readistep, PSAT and/or PLAN

AV.8.CR.4.2 - participate in an official administration of EXPLORE, Readistep, PSAT and/or PLAN

AV.8.CR.4.3 - develop a personal action plan based upon analysis of practice and official test results

AV.8.CR.4.4 - utilize AP indicators to plan coursework for high school

GENERAL NOTES

Special Note: Skills acquired in this course will be implemented by the student across the curriculum. M/J Advancement Via Individual Determination 8 (M/J AVID 8) is a rigorous course offered by AVID Center, and content must be provided as specified by AVID Center. Teachers must receive training from AVID Center to teach this course.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

VERSION REQUIREMENTS

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

COURSE STANDARDS

Name	Description
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J AVID 8th & Career Planning (#1700135)

Version for Academic Year: 2015 - 2016

Course Number: 1700135

Abbreviated Title: M/J AVID 8TH & C/P

Course Status: Draft - Course Pending Approval

Grade Level(s): 8

VERSION DESCRIPTION

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

The eighth grade AVID Elective course is the year of preparation for high school. The students will regularly exhibit and utilize the skills and strategies learned in the sixth and seventh grade AVID courses. Students will refine previous goals, focusing on their transition to high school as part of a college preparatory path. Their writing will focus on completing all steps of the writing process and varying style, word choice, vocabulary, structure and voice. Major writing assignments include persuasive, expository, descriptive and timed writing. Students will transition from active learners to leaders. Other areas of focus include increasing the use of technology and building upon their test preparation and test-taking knowledge. They will broaden their experiences with analyzing text and utilizing appropriate reading strategies in various settings. Students will become more involved in the presentations of guest speakers and field trips, particularly as they relate to preparation and prior knowledge. Students will also participate in college preparatory testing and build connections with the high school they will attend.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. Course student performance standards must be adopted by the district, and they must reflect appropriate Florida Standards.

Related AVID Standards

Domain CD: Character Development

Cluster 1 Self-Awareness

The student will:

AV.8.CD.1.1 - utilize SLANT interactions in all classes

AV.8.CD.1.2 - exhibit positive behaviors to others, serving as a role model for peers

- AV.8.CD.1.3 - collaborate with other students who have different learning styles
- AV.8.CD.1.4 - identify conflict management skills necessary for various conflict situations
- AV.8.CD.1.5 - discuss views and opinions about the transition to high school, as well as how to be successful in high school
- AV.8.CD.1.6 - understand the consequences of work ethic, regarding expectations in high school and college
- AV.8.CD.1.7 - understand and utilize the WICR strategies in classes other than the AVID Elective, expressing ownership of academic behaviors

Cluster 2 Goals

The student will:

- AV.8.CD.2.1 - calculate grade point average and set academic and personal goals for success, being sure to monitor goals at the end of each grading period
- AV.8.CD.2.2 - revisit academic six-year plan for secondary education with teachers, parents, and guidance counselors, especially during registration for ninth-grade courses
- AV.8.CD.2.3 - re-affirm goals for attending a college and/or university by adding descriptions to action plans
- AV.8.CD.2.4 - create written and visual depictions of long-range, mid-range and short-range goals to achieve personal, academic or social goals
- AV.8.CD.2.5 - set short-range goals around projects and/or required reading
- AV.8.CD.2.6 - select an honors course in high school and write an action plan for successfully completing the course
- AV.8.CD.2.7 - reflect on and analyze successes and challenges in developing time management skills

Cluster 3 Community and School Involvement

The student will:

- AV.8.CD.3.1 - develop leadership skills by participating in activities, such as: mentoring, community events, service learning, club's, athletic teams, and/or groups within the school

Cluster 4

Ownership of Learning

The student will:

- AV.8.CD.4.1 - access grades online or from teachers on a regular basis
- AV.8.CD.4.2 - analyze grade reports to create a study/action plan for continued academic improvement
- AV.8.CD.4.3 - evaluate and determine when to seek help to clarify assignment and grades

Domain COMM: Communication

Cluster 1 Speaking

The student will:

- AV.8.COMM.1.1 - understand and use terminology associated with public speaking
- AV.8.COMM.1.2 - be aware of audience and differentiate word choice, tone and voice

when speaking

AV.8.COMM.1.3 - develop awareness of nonverbal communication when speaking, including body language and eye contact

AV.8.COMM.1.4 - create rubrics to evaluate speeches on content, delivery and soundness of reasoning

AV.8.COMM.1.5 - prepare and use visual aids that support the topic of the speech or presentation

AV.8.COMM.1.6 - draft, edit, revise and present a speech to inform

AV.8.COMM.1.7 - appeal to interest of audience members

AV.8.COMM.1.8 - utilize speaking skills in communicating with teachers, counselors and administrators, regarding learning, academic performance and goals

AV.8.COMM.1.9 - promote scholarly discourse in tutorials, Socratic Seminars, and Philosophical Chairs

Cluster 2 Listening

The student will:

AV.8.COMM.2.1 - Create rubrics to evaluate speeches on content, delivery, and soundness of reasoning

AV.8.COMM.2.2 - Pose questions that elicit elaboration

Domain WRI: Writing

Cluster 1 The Writing Process

The student will:

AV.8.WRI.1.1 - use varied strategies to prepare for and plan writing assignments

AV.8.WRI.1.2 - budget and plan time to complete all steps of the writing process

AV.8.WRI.1.3 - use feedback from readers to revise drafts

AV.8.WRI.1.4 - edit students' essays, especially checking for word choice and voice

AV.8.WRI.1.5 - utilize rubrics to self-evaluate and peer evaluate work

Cluster 2 Writing Skills

The student will:

AV.8.WRI.2.1 - incorporate a body paragraph structure, which establishes and maintains a formal style

AV.8.WRI.2.2 - provide a conclusion that follows from and reflects on the narrated experiences or events

AV.8.WRI.2.3 - apply strategies to build and expand on vocabulary/ word choice, in order to avoid using clichés in writing

AV.8.WRI.2.4 - write descriptive sentences with varied structure

AV.8.WRI.2.5 - understand and utilize active and passive voice in writing assignments, as appropriate

AV.8.WRI.2.6 - correctly integrate quotes, while citing sources appropriately

Cluster 3 Writing Applications

The student will:

AV.8.WRI.3.1 - develop and strengthen writing through the creation of a persuasive essay

AV.8.WRI.3.2 - develop and strengthen writing through the creation of an editorial essay

AV.8.WRI.3.3 - develop and strengthen writing through the creation of a 'description of a place' essay

AV.8.WRI.3.4 - write to a prompt under timed circumstances

Cluster 4 Writing to Learn

The student will:

AV.8.WRI.4.1 - compose well-written summaries adhering to the five criteria of good summaries

AV.8.WRI.4.2 - evaluate summaries using rubrics and checklists

AV.8.WRI.4.3 - refine usage of weekly learning logs, which include thoughts, reactions and responses to class content, and focus on applying concepts learned to one's life and future

AV.7.WRI.4.4 - write detailed self-reflections on experiences, presentations, speeches and field trips

Domain INQ: Inquiry Cluster 1 Costa's Levels of Thinking

The student will:

AV.8.INQ.1.1 - recognize and create questions based on Costa's Levels of Thinking and/or Bloom's Taxonomy

AV.8.INQ.1.2 - focus on the generalization of processes pertaining to how a solution was found

Cluster 2 Tutorials

The student will:

AV.8.INQ.2.1 - refine the 10 Steps in the Tutorial Process

AV.8.INQ.2.2 - understand roles of all participants in academic tutorials with peers as group members and college tutors as facilitators, twice per week

AV.8.INQ.2.3 - as a group member, ask questions, guide and facilitate understanding, support use of resources and take Cornell notes

AV.8.INQ.2.4 - complete reflections about the learning process of answering and solving tutorial questions

AV.8.INQ.2.5 - develop content-specific, higher-level questions, in order to actively participate in academic tutorials based on analysis of academic grades and needs, outside of class

Cluster 3 Socratic Seminar and Philosophical Chairs

The student will:

AV.8.INQ.3.1 - actively participate in and evaluate the process of Philosophical Chairs and/or Socratic Seminar, focusing on strategies for continuous improvement

AV.8.INQ.3.2 - reference text, citing location to support claims and questions

AV.8.INQ.3.3 - analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation in a Socratic Seminar or Philosophical Chairs discussion

AV.8.INQ.3.4 - evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea in a Socratic Seminar or Philosophical Chairs discussion

Domain COLL: Collaboration

Cluster 1 Collaborative Skills

The student will:

AV.8.COLL.1.1 - continue to foster trust building skills by working with classmates

AV.8.COLL.1.2 - refine inquiry, listening, and oral communication skills through a variety of activities, including tutorials, presentations, Socratic Seminars, and Philosophical Chairs

AV.8.COLL.1.3 - enhance understanding of collaboration and develop leadership skills by working in groups during team building and motivational activities or problem solving

AV.8.COLL.1.4 - identify roles within a team/study group to complete a task

Domain ORG: Organization

Cluster 1 Organization and Time Management

The student will:

AV.8.ORG.1.1 - develop and maintain an organized binder, divided by subjects, which includes a supply pouch and other academically useful materials

AV.8.ORG.1.2 - reorganize the binder at the end of each grading period

AV.8.ORG.1.3 - utilize an assignment log or calendar, which shows when assignments are due, when assignments are completed and submitted, and the grade each assignment received for each class

AV.8.ORG.1.4 - create a weekly action plan based on the student's academic needs

AV.8.ORG.1.5 - complete an academic portfolio for middle school, demonstrating personal and academic growth

AV.8.ORG.1.6 - complete reflection/ learning log and present on contributions to academic portfolio

AV.8.ORG.1.7 -publish final versions of writing for the academic portfolio

Cluster 2 Note-Taking

The student will:

AV.8.ORG.2.1 - review and utilize the components of the CORNELL WAY focused note-taking process

AV.8.ORG.2.2 - write Cornell notes for each class, including AVID, on a weekly basis and acquire knowledge pertaining to expectations of usage from each teacher

AV.8.ORG.2.3 - take seven to twelve pages of quality Cornell notes per week

AV.8.ORG.2.4 - fill in gaps of information in Cornell notes to maximize use as a study tool for exams

AV.8.ORG.2.5 - mark, highlight and underline key concepts in notes to show key information

AV.8.ORG.2.6 - write effective summaries for Cornell notes that link all of the learning together

Cluster 3 Research and Technology

The student will:

AV.8.ORG.3.1 - use technology in assignments and presentations, particularly in response to guest speaker presentation, field trip experiences, and writing assignments

AV.8.ORG.3.2 - use the Internet to conduct research in preparation for speeches and essays

AV.8.ORG.3.3 - determine validity and applicability of information gathered on the Internet

Cluster 4 Test Preparation and Test-Taking

The student will:

AV.8.ORG.4.1 - identify and reflect on personal challenges in preparing for, or taking, tests, specifically in advanced and honors courses

AV.8.ORG.4.2 - utilize strategies to prepare for different types of exams

AV.8.ORG.4.3 - utilize relevant notes/resources to anticipate test questions and study for upcoming assessments

AV.8.ORG.4.4 - understand teacher's grading rubric and seek further explanation of test expectations when necessary

AV.8.ORG.4.5 - use test taking strategies, such as reading the directions, completing easier problems first, returning to more challenging problems, and checking all answers

Domain REA: Reading

Cluster 1 Vocabulary

The student will:

AV.8.REA.1.1 - understand how to use context clues in interpreting new vocabulary

Cluster 2 Textual Analysis

The student will:

AV.8.REA.2.1 - compare and contrast the structure of two or more texts and analyze how the structure of each text contributes to its meaning and style

AV.8.REA.2.2 - read and discuss various examples of text, including, but not limited to, articles from fiction and non-fiction

AV.8.REA.2.3 - understand use of persuasive techniques in advertisements and writing

AV.8.REA.2.4 - use multiple reading strategies, including, but not limited to, Marking the Text, and annotating text

AV.8.REA.2.5 - understand and use pre-reading strategies to build background knowledge of unfamiliar texts

AV.8.REA.2.6 - utilize strategies to identify an author's purpose and read for a specific purpose

AV.8.REA.2.7 - practice rereading to deepen understanding of a text

AV.8.REA.2.8 - identify and discuss traits of voice found in literature

AV.8.REA.2.9 - build understanding of drawing inferences from texts

AV.8.REA.2.10 - determine the main idea of grade-appropriate text

Domain CR: College Readiness

Cluster 1 Guest Speakers

The student will:

AV.8.CR.1.1 - prepare for guest speaker presentations by creating questions for the speakers prior to their visits

AV.8.CR.1.2 - use listening skills during presentations by guest speakers which focus on

careers in education, careers in business, community involvement, public speaking and preparation for high school

AV.8.CR.1.3 - draft, peer edit, revise and create a final draft of a letter and/or project of appreciation to guest speakers

Cluster 2 Field Trips

The student will:

AV.8.CR.2.1 - participate in field trips, including, but not limited to, the following: one or two college/university visits that are different from previous year, feeder high school visits for a shadow day of an AVID student, and feeder elementary visits to discuss AVID

AV.8.CR.2.2 - use skills of listening and observing during field trip experiences

AV.8.CR.2.3 - draft, edit, revise and create final draft of writing that reflects on learning from field trip experience(s)

Cluster 3 College and Career Knowledge

The student will:

AV.8.CR.3.1 - use technology, guest speakers and field trips to expose students to different aspects of college

AV.8.CR.3.2 - use the Internet to analyze a career-related website

AV.8.CR.3.3 - utilize email, when appropriate, to interview a person regarding a specific career

AV.8.CR.3.4 - understand differences between jobs and careers

AV.8.CR.3.5 - complete a career interest inventory to determine potential career opportunities that align with interests

Cluster 4 College Entrance Testing

The student will:

AV.8.CR.4.1 - take practice exams of EXPLORE, Readistep, PSAT and/or PLAN

AV.8.CR.4.2 - participate in an official administration of EXPLORE, Readistep, PSAT and/or PLAN

AV.8.CR.4.3 - develop a personal action plan based upon analysis of practice and official test results

AV.8.CR.4.4 - utilize AP indicators to plan coursework for high school

GENERAL NOTES

Special Note: Skills acquired in this course will be implemented by the student across the curriculum. M/J Advancement Via Individual Determination 8 (M/J AVID 8) is a rigorous course offered by AVID Center, and content must be provided as specified by AVID Center. Teachers must receive training from AVID Center to teach this course.

Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic

year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes.

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.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

VERSION REQUIREMENTS

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

COURSE STANDARDS

Name	Description
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Study Hall 1 (#2200000)

Version for Academic Year: 2015 - 2016

Course Number: 2200000

Abbreviated Title: M/J STUDY HALL 1

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

GENERAL NOTES

The purpose and intent of this course is to allow students to complete outside assignments within the period of the school day.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Study Hall 2 (#2200010)

Version for Academic Year: 2015 - 2016

Course Number: 2200010

Abbreviated Title: M/J STUDY HALL 2

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

GENERAL NOTES

The purpose and intent of this course is to allow students to complete outside assignments within the period of the school day.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Study Hall 3 (#2200020)

Version for Academic Year: 2015 - 2016

Course Number: 2200020

Abbreviated Title: M/J STUDY HALL 3

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

GENERAL NOTES

The purpose and intent of this course is to allow students to complete outside assignments within the period of the school day.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

M/J Homeroom (#2400200)

Version for Academic Year: 2015 - 2016

Course Number: 2400200

Abbreviated Title: M/J HMER

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Name	Description
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

Temporary Instructional Placement (#2500500)

Version for Academic Year: 2015 - 2016

Course Number: 2500500

Abbreviated Title: TEMP INSTR PL

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): 6,7,8

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

QUALIFICATIONS

Any Field

COURSE STANDARDS

Name	Description
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

Introduction to Art History (#0100310)

Version for Academic Year: 2015 - 2016

Course Number: 0100310

Abbreviated Title: INTRO TO ART HIST

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing Fine Arts

VERSION DESCRIPTION

Students 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).

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

The following Florida State Standards for Mathematical Practices are applicable to this course.

- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

Name	Description
VA.912.C.1.4:	<p>Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.</p> <div data-bbox="545 1163 1369 1289" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., symbolism, spatial relationship</p> </div>
VA.912.C.1.5:	<p>Analyze how visual information is developed in specific media to create a recorded visual image.</p> <div data-bbox="545 1373 1369 1499" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., four-dimensional media, motion or multi-media</p> </div>
VA.912.C.2.4:	<p>Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.</p>
VA.912.C.2.8:	<p>Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.</p>
VA.912.C.3.1:	<p>Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.</p> <div data-bbox="545 1818 1369 1898" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples:</p> </div>

	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.S.1.3:	Interpret and reflect on cultural and historical events to create art. Remarks/Examples: e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
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.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.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.F.3.5:	Use appropriately cited sources to document research and present information on visual culture. Remarks/Examples: e.g., visual, digital, and textual information
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and

	<p>decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

Art in World Cultures (#0100320)

Version for Academic Year: 2015 - 2016

Course Number: 0100320

Abbreviated Title: ART IN WRLD CULTURES

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing Fine Arts

VERSION DESCRIPTION

Students 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, 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.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

The following Florida State Standards for Mathematical Practices are applicable to this course.

- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

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. Remarks/Examples: 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. Remarks/Examples: 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.

<p>VA.912.C.3.6:</p>	<p>Discuss how the aesthetics of artwork and utilitarian objects have changed over time.</p> <p>Remarks/Examples: e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art</p>
<p>VA.912.S.1.6:</p>	<p>Describe processes and techniques used to record visual imagery.</p> <p>Remarks/Examples: e.g., drawing, sculpting, digital multi-media</p>
<p>VA.912.H.1.10:</p>	<p>Describe and analyze the characteristics of a culture and its people to create personal art reflecting daily life and/or the specified environment.</p> <p>Remarks/Examples: e.g., belief system, ecology, environment, current visual culture, economy</p>
<p>VA.912.H.1.3:</p>	<p>Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.</p>
<p>VA.912.H.1.4:</p>	<p>Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.</p>
<p>VA.912.H.2.2:</p>	<p>Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.</p>
<p>VA.912.H.2.3:</p>	<p>Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.</p> <p>Remarks/Examples: e.g., statuary</p>
<p>VA.912.H.2.5:</p>	<p>Analyze artwork from a variety of cultures and times to compare the function, significance, and connection to other cultures or times.</p>
<p>VA.912.H.2.6:</p>	<p>Analyze artistic trends to explain the rationale for creating personal adornment, visual culture, and/or design.</p> <p>Remarks/Examples: e.g., historical periods, cultures</p>
<p>VA.912.F.1.5:</p>	<p>Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.</p>
<p>VA.912.F.2.8:</p>	<p>Describe community resources to preserve, restore, exhibit, and view works of art.</p>

VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.F.3.5:	<p>Use appropriately cited sources to document research and present information on visual culture.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., visual, digital, and textual information</p> </div>
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific

	or technical context relevant to grades 9–10 texts and topics.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

Art History and Criticism 1 Honors (#0100330)

Version for Academic Year: 2015 - 2016

Course Number: 0100330

Abbreviated Title: ART HIST & CRIT 1 H

Number of Credits: One credit (1)

Course Length: Year (Y)

Honors? Yes

Course Level: 3

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing Fine Arts

VERSION DESCRIPTION

Students 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, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

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

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

The following Florida State Standards for Mathematical Practices are applicable to this course.

- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

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. Remarks/Examples: 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.
	Discuss how the aesthetics of artwork and utilitarian objects have changed over time.
VA.912.C.3.6:	<p>Remarks/Examples: e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art</p>
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.
	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.
VA.912.H.2.3:	<p>Remarks/Examples: e.g., statuary</p>
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.
	Use appropriately cited sources to document research and present information on visual culture.
VA.912.F.3.5:	<p>Remarks/Examples: e.g., visual, digital, and textual information</p>
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LAFS.910.SL.1.1:	<ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to

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

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

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

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

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

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

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

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

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

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

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

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

[LAFS.910.WHST.3.7:](#)

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

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

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

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

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

Art History and Criticism 2 Honors (#0100340)

Version for Academic Year: 2015 - 2016

Course Number: 0100340

Abbreviated Title: ART HIST & CRIT 2 H

Number of Credits: One credit (1)

Course Length: Year (Y)

Honors? Yes

Course Level: 3

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing Fine Arts

VERSION DESCRIPTION

Students explore art and architecture as an expressive response to the artist's experience. Through research and analysis of significant works and their historical contexts students examine changes in the understanding and structures of art production throughout the world. Students examine influential factors, such as people and events, societal and political changes, technological advancements, philosophical ideas, and cross-cultural influences as a means of discovering and tracing the changing definition of art. Student historians research and write about art using appropriate discipline-based methods (i.e., historical, critical, and aesthetic). 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: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis,

evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

The following Florida State Standards for Mathematical Practices are applicable to this course.

- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

Name	Description
VA.912.C.1.4:	<p>Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.</p> <div data-bbox="545 1381 1369 1514" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., symbolism, spatial relationship</p> </div>
VA.912.C.2.4:	<p>Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.</p>
VA.912.C.3.1:	<p>Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.</p> <div data-bbox="545 1709 1369 1875" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning</p> </div>

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.3.5:	Make connections between timelines in other content areas and timelines in the visual arts.
VA.912.S.1.6:	Describe processes and techniques used to record visual imagery. Remarks/Examples: e.g., drawing, sculpting, digital 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.1.5:	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. Remarks/Examples: 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.2.4:	Research the history of art in public places to examine the significance of the artwork and its legacy for the future. Remarks/Examples: e.g., patron, corporate collections
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.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.2.8:	Describe community resources to preserve, restore, exhibit, and view 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.F.3.2:	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy.

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

	technical texts, attending to the precise details of explanations or descriptions.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

Two-Dimensional Studio Art 1 (#0101300)

Version for Academic Year: 2015 - 2016

Course Number: 0101300

Abbreviated Title: 2-D STUDIO ART 1

Number of Credits: One credit (1)

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing Fine Arts

VERSION DESCRIPTION

Students 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

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

The following Florida State Standards for Mathematical Practices are applicable to this course.

- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

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

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.
	Incorporate skills, concepts, and media to create images from ideation to resolution.
VA.912.S.2.6:	<p>Remarks/Examples: e.g., structural elements of art, organizational principles of design, breadth</p>
	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.10:	<p>Remarks/Examples: e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving</p>
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.
VA.912.S.3.3:	<p>Remarks/Examples: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p>
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.4:	<p>Remarks/Examples: e.g., plagiarism, appropriation from the Internet and other sources</p>
	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.7:	<p>Remarks/Examples: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>
VA.912.S.3.8:	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.

	<p>Remarks/Examples: e.g., media: ceramics, glass, wet, dry, digital</p>
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.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:	<p>Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.</p> <p>Remarks/Examples: e.g., facts, ideas, solutions, brainstorming, field testing</p>
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:	<p>Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.</p> <p>Remarks/Examples: e.g., punctuality, reliability, diligence, positive work ethic</p>
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation</p>

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

- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Two-Dimensional Studio Art 2 (#0101310)

Version for Academic Year: 2015 - 2016

Course Number: 0101310

Abbreviated Title: 2-D STUDIO ART 2

Number of Credits: One credit (1)

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing Fine Arts

VERSION DESCRIPTION

Students 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

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

The following Florida State Standards for Mathematical Practices are applicable to this course.

- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

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. <div data-bbox="545 737 1369 905" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., two-, three-, and four-dimensional media, motion or multi-media</p> </div>
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.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. <div data-bbox="545 1430 1369 1598" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., snapshot vs. photograph, drawing vs. digital mark-making</p> </div>
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.3.10:	<p>Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.</p> <p>Remarks/Examples: e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving</p>
VA.912.S.3.11:	<p>Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.</p>
VA.912.S.3.12:	<p>Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.</p> <p>Remarks/Examples: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images</p>
VA.912.S.3.3:	<p>Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.</p> <p>Remarks/Examples: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p>
VA.912.S.3.4:	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.</p> <p>Remarks/Examples: e.g., plagiarism, appropriation from the Internet and other sources</p>
VA.912.S.3.7:	<p>Use and maintain tools and equipment to facilitate the creative process.</p> <p>Remarks/Examples: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>
VA.912.S.3.8:	<p>Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.</p> <p>Remarks/Examples: e.g., media: ceramics, glass, wet, dry, digital</p>

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.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. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Remarks/Examples: e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points</p> </div>
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. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Remarks/Examples: e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design</p> </div>
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.

	<p>Remarks/Examples: e.g., presentation software, video, sound, open-access collaborative web applications</p>
<p>VA.912.F.3.10:</p>	<p>Apply rules of convention to create purposeful design.</p> <p>Remarks/Examples: e.g., exhibition guidelines, environmental concerns, required information, digital application</p>
<p>VA.912.F.3.2:</p>	<p>Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy.</p> <p>Remarks/Examples: e.g., information literacy; media</p>
<p>VA.912.F.3.5:</p>	<p>Use appropriately cited sources to document research and present information on visual culture.</p> <p>Remarks/Examples: e.g., visual, digital, and textual information</p>
<p>LAFS.910.SL.1.1:</p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the

	evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

Two-Dimensional Studio Art 3 Honors (#0101320)

Version for Academic Year: 2015 - 2016

Course Number: 0101320

Abbreviated Title: 2-D STUDIO ART 3 HON

Number of Credits: One credit (1)

Course Length: Year (Y)

Honors? Yes

Course Level: 3

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing Fine Arts

VERSION DESCRIPTION

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

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

The following Florida State Standards for Mathematical Practices are applicable to this course.

- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

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. Remarks/Examples: e.g., review objective facts; suspend judgment; see the parts, visualize the finished product
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. Remarks/Examples: e.g., drawing, sculpting, digital multi-media
VA.912.S.1.7:	Manipulate lighting effects, using various media to create desired results. Remarks/Examples: 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.
	<div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., wet media, technology</p> </div>
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.3.11:	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:	<div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images</p> </div>
VA.912.S.3.2:	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.
VA.912.S.3.3:	<div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p> </div>
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.4:	<div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., plagiarism, appropriation from the Internet and other sources</p> </div>
VA.912.S.3.7:	Use and maintain tools and equipment to facilitate the creative process.
	<div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples:</p> </div>

	e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools
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.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. Remarks/Examples: 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. Remarks/Examples: 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.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.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.F.3.5:	<p>Use appropriately cited sources to document research and present information on visual culture.</p> <div data-bbox="561 352 1369 478" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., visual, digital, and textual information</p> </div>
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.
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any

	discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

Three-Dimensional Studio Art 1 (#0101330)

Version for Academic Year: 2015 - 2016

Course Number: 0101330

Abbreviated Title: 3-D STUDIO ART 1

Number of Credits: One credit (1)

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing Fine Arts

VERSION DESCRIPTION

Students 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

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

The following Florida State Standards for Mathematical Practices are applicable to this course.

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

Name	Description
VA.912.C.1.4:	<p>Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.</p> <div data-bbox="545 835 1370 961" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., symbolism, spatial relationship</p> </div>
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:	<p>Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.</p> <div data-bbox="545 1442 1370 1604" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning</p> </div>
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.

<p>VA.912.S.3.10:</p>	<p>Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.</p> <p>Remarks/Examples: e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving</p>
<p>VA.912.S.3.11:</p>	<p>Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.</p>
<p>VA.912.S.3.12:</p>	<p>Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.</p> <p>Remarks/Examples: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images</p>
<p>VA.912.S.3.3:</p>	<p>Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.</p> <p>Remarks/Examples: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p>
<p>VA.912.S.3.4:</p>	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.</p> <p>Remarks/Examples: e.g., plagiarism, appropriation from the Internet and other sources</p>
<p>VA.912.S.3.7:</p>	<p>Use and maintain tools and equipment to facilitate the creative process.</p> <p>Remarks/Examples: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>
<p>VA.912.O.1.1:</p>	<p>Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.</p>
<p>VA.912.O.1.5:</p>	<p>Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.</p>

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.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:	<p>Research the history of art in public places to examine the significance of the artwork and its legacy for the future.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., patron, corporate collections</p> </div>
VA.912.H.3.3:	<p>Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points</p> </div>
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:	<p>Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., punctuality, reliability, diligence, positive work ethic</p> </div>
VA.912.F.3.5:	<p>Use appropriately cited sources to document research and present information on visual culture.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., visual, digital, and textual information</p> </div>
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

	<ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

Three-Dimensional Studio Art 2 (#0101340)

Version for Academic Year: 2015 - 2016

Course Number: 0101340

Abbreviated Title: 3-D STUDIO ART 2

Number of Credits: One credit (1)

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing Fine Arts

VERSION DESCRIPTION

Students 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

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition..

COURSE STANDARDS

Aligned Clusters:

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

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

The following Florida State Standards for Mathematical Practices are applicable to this course.

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

Name	Description
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.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.3.10:	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
	<div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., drawing: complex composition; architectural rendering:</p> </div>

	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. Remarks/Examples: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images
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. Remarks/Examples: 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. Remarks/Examples: e.g., plagiarism, appropriation from the Internet and other sources
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.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.

	<p>Remarks/Examples: e.g., patron, corporate collections</p>
<p>VA.912.H.3.3:</p>	<p>Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.</p> <p>Remarks/Examples: e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points</p>
<p>VA.912.F.1.2:</p>	<p>Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.</p>
<p>VA.912.F.2.2:</p>	<p>Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of aesthetic or utilitarian objects.</p> <p>Remarks/Examples: e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design</p>
<p>VA.912.F.3.4:</p>	<p>Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.</p> <p>Remarks/Examples: e.g., punctuality, reliability, diligence, positive work ethic</p>
<p>VA.912.F.3.6:</p>	<p>Identify ethical ways to use appropriation in personal works of art.</p>
<p>LAFS.910.SL.1.1:</p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to

	<p>questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

Three-Dimensional Studio Art 3 Honors (#0101350)

Version for Academic Year: 2015 - 2016

Course Number: 0101350

Abbreviated Title: 3-D STUDIO ART 3 HON

Number of Credits: One credit (1)

Course Length: Year (Y)

Honors? Yes

Course Level: 3

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing Fine Arts

VERSION DESCRIPTION

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

English Language Development ELD Standards Special Notes Section:

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

academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Aligned clusters:

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

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

The following Florida State Standards for Mathematical Practices are applicable to this course.

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

Name	Description
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.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.3.11:	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:	<p>Remarks/Examples: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images</p>
VA.912.S.3.2:	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.
VA.912.S.3.3:	<p>Remarks/Examples: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p>
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.8:	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
	<p>Remarks/Examples: e.g., media: ceramics, glass, wet, dry, digital</p>
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.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. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">Remarks/Examples: e.g., statuary</div>
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. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">Remarks/Examples: e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points</div>
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.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on

	<p>others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.1d:	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development,

organization, and style are appropriate to task, purpose, and audience.

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

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

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

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

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

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

Ceramics/Pottery 1 (#0102300)

Version for Academic Year: 2015 - 2016

Course Number: 0102300

Abbreviated Title: CERAM/POT 1

Number of Credits: One credit (1)

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing Fine Arts

VERSION DESCRIPTION

Students explore 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

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

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

The following Florida State Standards for Mathematical Practices are applicable to this course.

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

Name	Description
VA.912.C.1.4:	<p>Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.</p> <div data-bbox="544 940 1367 1068" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., symbolism, spatial relationship</p> </div>
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:	<p>Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.</p> <div data-bbox="544 1549 1367 1713" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning</p> </div>
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.3.10:	<p>Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.</p> <p>Remarks/Examples: e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving</p>
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:	<p>Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.</p> <p>Remarks/Examples: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images</p>
VA.912.S.3.3:	<p>Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.</p> <p>Remarks/Examples: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p>
VA.912.S.3.4:	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.</p> <p>Remarks/Examples: e.g., plagiarism, appropriation from the Internet and other sources</p>
VA.912.S.3.7:	<p>Use and maintain tools and equipment to facilitate the creative process.</p> <p>Remarks/Examples: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>
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.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. Remarks/Examples: 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. Remarks/Examples: e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points
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. Remarks/Examples: 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. Remarks/Examples: e.g., visual, digital, and textual information
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse

	<p>partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

Ceramics/Pottery 2 (#0102310)

Version for Academic Year: 2015 - 2016

Course Number: 0102310

Abbreviated Title: CERAM/POT 2

Number of Credits: One credit (1)

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

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

Graduation Requirement: Performing Fine Arts

VERSION DESCRIPTION

Students 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

English Language Development ELD Standards Special Notes Section:

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

Mathematical Practices

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

MAFS.K12.MP.6: Attend to precision.

MAFS.K12.MP.7: Look for and make use of structure.

Name	Description
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.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.3.10:	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. <div data-bbox="545 1514 1370 1677" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Remarks/Examples: e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving</p> </div>
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.

	<p>Remarks/Examples: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images</p>
VA.912.S.3.3:	<p>Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.</p> <p>Remarks/Examples: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p>
VA.912.S.3.4:	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.</p> <p>Remarks/Examples: e.g., plagiarism, appropriation from the Internet and other sources</p>
VA.912.O.1.2:	<p>Use and defend the choice of creative and technical skills to produce artworks.</p>
VA.912.O.1.5:	<p>Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.</p>
VA.912.O.2.1:	<p>Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.</p>
VA.912.O.3.1:	<p>Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.</p>
VA.912.H.1.4:	<p>Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.</p>
VA.912.H.1.9:	<p>Describe the significance of major artists, architects, or masterworks to understand their historical influences.</p>
VA.912.H.2.4:	<p>Research the history of art in public places to examine the significance of the artwork and its legacy for the future.</p> <p>Remarks/Examples: e.g., patron, corporate collections</p>
VA.912.H.3.3:	<p>Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.</p>

	<p>Remarks/Examples: e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points</p>
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:	<p>Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of aesthetic or utilitarian objects.</p> <p>Remarks/Examples: e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design</p>
VA.912.F.3.4:	<p>Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.</p> <p>Remarks/Examples: e.g., punctuality, reliability, diligence, positive work ethic</p>
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when

	warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

Ceramics/Pottery 3 Honors (#0102320)

Version for Academic Year: 2015 - 2016

Course Number: 0102320

Abbreviated Title: CERAM/POT 3 HON

Number of Credits: One credit (1)

Course Length: Year (Y)

Honors? Yes

Course Level: 3

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12

Graduation Requirement: Performing Fine Arts

VERSION DESCRIPTION

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

The following Florida State Standards for Mathematical Practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

Name	Description
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.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.3.11:	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.
	<div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images</p> </div>
VA.912.S.3.2:	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.
VA.912.S.3.3:	<div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p> </div>
VA.912.S.3.4:	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
	<div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., plagiarism, appropriation from the Internet and other sources</p> </div>
VA.912.S.3.8:	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
	<div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., media: ceramics, glass, wet, dry, digital</p> </div>
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.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.	
	<table border="1"> <tr> <td> <p>Remarks/Examples: e.g., statuary</p> </td> </tr> </table>	<p>Remarks/Examples: e.g., statuary</p>
<p>Remarks/Examples: e.g., statuary</p>		
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.	
	<table border="1"> <tr> <td> <p>Remarks/Examples: e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points</p> </td> </tr> </table>	<p>Remarks/Examples: e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points</p>
<p>Remarks/Examples: e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points</p>		
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.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.	
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.	
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions 	

	<p>and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
<p>LAFS.1112.RST.2.4:</p>	<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p>
<p>LAFS.1112.WHST.2.5:</p>	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
<p>ELD.K12.ELL.1.1:</p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

Drawing 1 (#0104340)

Version for Academic Year: 2015 - 2016

Course Number: 0104340

Abbreviated Title: DRAW 1

Number of Credits: One credit (1)

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Graduation Requirement: Performing Fine Arts

VERSION DESCRIPTION

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

MAFS.912.G-CO.1 - Experiment with transformations in the plane.

MAFS.912.G-CO.4 - Make geometric constructions.

The following Florida State Standards for Mathematical Practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

Name	Description
VA.912.C.1.4:	<p>Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.</p> <p>Remarks/Examples: e.g., symbolism, spatial relationship</p>
VA.912.C.1.6:	<p>Identify rationale for aesthetic choices in recording visual media.</p> <p>Remarks/Examples: e.g., two-, three-, and four-dimensional media, motion or multi-media</p>
VA.912.C.2.1:	<p>Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.</p>
VA.912.C.2.4:	<p>Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.</p>
VA.912.C.3.1:	<p>Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.</p> <p>Remarks/Examples: e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning</p>
VA.912.C.3.5:	<p>Make connections between timelines in other content areas and timelines in the visual arts.</p>
VA.912.C.3.6:	<p>Discuss how the aesthetics of artwork and utilitarian objects have changed over time.</p> <p>Remarks/Examples: e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art</p>
VA.912.S.1.3:	<p>Interpret and reflect on cultural and historical events to create art.</p> <p>Remarks/Examples:</p>

	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.
	Incorporate skills, concepts, and media to create images from ideation to resolution.
VA.912.S.2.6:	<p>Remarks/Examples: e.g., structural elements of art, organizational principles of design, breadth</p>
	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.10:	<p>Remarks/Examples: e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving</p>
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.
VA.912.S.3.3:	<p>Remarks/Examples: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p>
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.4:	<p>Remarks/Examples: e.g., plagiarism, appropriation from the Internet and other sources</p>
	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.7:	<p>Remarks/Examples: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>

VA.912.S.3.8:	<p>Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., media: ceramics, glass, wet, dry, digital</p> </div>
VA.912.O.1.1:	<p>Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.</p>
VA.912.O.2.2:	<p>Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.</p>
VA.912.O.3.1:	<p>Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.</p>
VA.912.H.1.2:	<p>Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.</p>
VA.912.H.1.5:	<p>Investigate the use of technology and media design to reflect creative trends in visual culture.</p>
VA.912.H.1.9:	<p>Describe the significance of major artists, architects, or masterworks to understand their historical influences.</p>
VA.912.H.2.1:	<p>Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.</p>
VA.912.H.3.2:	<p>Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., facts, ideas, solutions, brainstorming, field testing</p> </div>
VA.912.F.1.3:	<p>Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.</p>
VA.912.F.2.1:	<p>Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.</p>
VA.912.F.3.4:	<p>Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., punctuality, reliability, diligence, positive work ethic</p> </div>
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

[LAFS.910.SL.1.2:](#)

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

[LAFS.910.SL.1.3:](#)

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

[LAFS.910.SL.2.4:](#)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[LAFS.910.RST.2.4:](#)

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

[LAFS.910.WHST.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.910.WHST.3.9:](#)

Draw evidence from informational texts to support analysis, reflection, and research.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

Drawing 2 (#0104350)

Version for Academic Year: 2015 - 2016

Course Number: 0104350

Abbreviated Title: DRAW 2

Number of Credits: One credit (1)

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Graduation Requirement: Performing Fine Arts

VERSION DESCRIPTION

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

MAFS.912.G-CO.1 - Experiment with transformations in the plane.

MAFS.912.G-CO.4 - Make geometric constructions.

The following Florida mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

Name	Description
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. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Remarks/Examples: e.g., two-, three-, and four-dimensional media, motion or multi-media</p> </div>
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.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. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Remarks/Examples: e.g., snapshot vs. photograph, drawing vs. digital mark-making</p> </div>
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

<p>VA.912.S.3.10:</p>	<p>skills to produce representational, figurative, or abstract imagery. Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.</p> <p>Remarks/Examples: e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving</p>
<p>VA.912.S.3.11:</p>	<p>Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.</p> <p>Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.</p> <p>Remarks/Examples: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images</p>
<p>VA.912.S.3.12:</p>	<p>Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.</p> <p>Remarks/Examples: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p>
<p>VA.912.S.3.3:</p>	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.</p> <p>Remarks/Examples: e.g., plagiarism, appropriation from the Internet and other sources</p>
<p>VA.912.S.3.4:</p>	<p>Use and maintain tools and equipment to facilitate the creative process.</p> <p>Remarks/Examples: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>
<p>VA.912.S.3.7:</p>	<p>Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.</p>
<p>VA.912.S.3.8:</p>	

	<p>Remarks/Examples: e.g., media: ceramics, glass, wet, dry, digital</p>
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.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.
	<p>Remarks/Examples: e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points</p>
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.
	<p>Remarks/Examples: e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design</p>
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

	<p>cultural awareness regarding community initiatives and/or concerns.</p> <p>Remarks/Examples: e.g., presentation software, video, sound, open-access collaborative web applications</p>
<p>VA.912.F.3.10:</p>	<p>Apply rules of convention to create purposeful design.</p> <p>Remarks/Examples: e.g., exhibition guidelines, environmental concerns, required information, digital application</p>
<p>VA.912.F.3.2:</p>	<p>Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy.</p> <p>Remarks/Examples: e.g., information literacy; media</p>
<p>VA.912.F.3.5:</p>	<p>Use appropriately cited sources to document research and present information on visual culture.</p> <p>Remarks/Examples: e.g., visual, digital, and textual information</p>
<p>LAFS.910.SL.1.1:</p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and

	understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

Drawing 3 Honors (#0104360)

Version for Academic Year: 2015 - 2016

Course Number: 0104360

Abbreviated Title: DRAW 3 HON

Number of Credits: One credit (1)

Course Length: Year (Y)

Honors? Yes

Course Level: 3

Course Status: Draft - Course Pending Approval

Graduation Requirement: Performing Fine Arts

VERSION DESCRIPTION

Students demonstrate proficiency in the conceptual development of content in 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: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

MAFS.912.G-CO.1 - Experiment with transformations in the plane.

MAFS.912.G-CO.4 - Make geometric constructions.

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

Name	Description
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. Remarks/Examples: e.g., review objective facts; suspend judgment; see the parts, visualize the finished product
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. Remarks/Examples: e.g., drawing, sculpting, digital multi-media
VA.912.S.1.7:	Manipulate lighting effects, using various media to create desired results. Remarks/Examples: 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.

	<p>Remarks/Examples: e.g., wet media, technology</p>
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.3.11:	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:	<p>Remarks/Examples: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images</p>
VA.912.S.3.2:	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.
VA.912.S.3.3:	<p>Remarks/Examples: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p>
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.4:	<p>Remarks/Examples: e.g., plagiarism, appropriation from the Internet and other sources</p>
	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.7:	<p>Remarks/Examples: e.g., sewing machine, pottery wheel, kiln, technology,</p>

	printing press, hand tools
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.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. Remarks/Examples: 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. Remarks/Examples: 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.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.3.12:	Use digital equipment and peripheral devices to record, create,

	present, and/or share accurate visual images with others.
VA.912.F.3.5:	Use appropriately cited sources to document research and present information on visual culture. Remarks/Examples: e.g., visual, digital, and textual information
VA.912.F.3.6:	Identify ethical ways to use appropriation in personal works of art.
VA.912.F.3.9:	Identify and apply collaborative procedures to coordinate a student or community art event.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can

	follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

Painting 1 (#0104370)

Version for Academic Year: 2015 - 2016

Course Number: 0104370

Abbreviated Title: PAINT 1

Number of Credits: One credit (1)

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Graduation Requirement: Performing Fine Arts

VERSION DESCRIPTION

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in 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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

MAFS.912.G-CO.1 - Experiment with transformations in the plane.

MAFS.912.G-CO.4 - Make geometric constructions.

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

Name	Description
VA.912.C.1.4:	<p>Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.</p> <div data-bbox="545 613 1370 739" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., symbolism, spatial relationship</p> </div>
VA.912.C.1.6:	<p>Identify rationale for aesthetic choices in recording visual media.</p> <div data-bbox="545 785 1370 949" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., two-, three-, and four-dimensional media, motion or multi-media</p> </div>
VA.912.C.2.1:	<p>Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.</p>
VA.912.C.2.4:	<p>Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.</p>
VA.912.C.3.1:	<p>Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.</p> <div data-bbox="545 1234 1370 1394" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., four-step method of art criticism, visual-thinking skills, aesthetic scanning</p> </div>
VA.912.C.3.5:	<p>Make connections between timelines in other content areas and timelines in the visual arts.</p>
VA.912.C.3.6:	<p>Discuss how the aesthetics of artwork and utilitarian objects have changed over time.</p> <div data-bbox="545 1562 1370 1722" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., Native American blanket or Roman helmet and breastplate crafted for functionality, now exhibited as art</p> </div>
VA.912.S.1.3:	<p>Interpret and reflect on cultural and historical events to create art.</p> <div data-bbox="545 1772 1370 1881" style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., texts, visual media, Internet, museums, Florida history,</p> </div>

	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.
	Incorporate skills, concepts, and media to create images from ideation to resolution.
VA.912.S.2.6:	<p>Remarks/Examples: e.g., structural elements of art, organizational principles of design, breadth</p>
	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
VA.912.S.3.10:	<p>Remarks/Examples: e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving</p>
	Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.
VA.912.S.3.3:	<p>Remarks/Examples: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p>
	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
VA.912.S.3.4:	<p>Remarks/Examples: e.g., plagiarism, appropriation from the Internet and other sources</p>
	Use and maintain tools and equipment to facilitate the creative process.
VA.912.S.3.7:	<p>Remarks/Examples: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>

VA.912.S.3.8:	<p>Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., media: ceramics, glass, wet, dry, digital</p> </div>
VA.912.O.1.1:	<p>Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.</p>
VA.912.O.2.2:	<p>Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.</p>
VA.912.O.3.1:	<p>Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.</p>
VA.912.H.1.2:	<p>Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.</p>
VA.912.H.1.5:	<p>Investigate the use of technology and media design to reflect creative trends in visual culture.</p>
VA.912.H.1.9:	<p>Describe the significance of major artists, architects, or masterworks to understand their historical influences.</p>
VA.912.H.2.1:	<p>Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.</p>
VA.912.H.3.2:	<p>Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., facts, ideas, solutions, brainstorming, field testing</p> </div>
VA.912.F.1.3:	<p>Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.</p>
VA.912.F.2.1:	<p>Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.</p>
VA.912.F.3.4:	<p>Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Remarks/Examples: e.g., punctuality, reliability, diligence, positive work ethic</p> </div>
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

[LAFS.910.SL.1.2:](#)

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

[LAFS.910.SL.1.3:](#)

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

[LAFS.910.SL.2.4:](#)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[LAFS.910.RST.2.4:](#)

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

[LAFS.910.WHST.2.4:](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.910.WHST.3.9:](#)

Draw evidence from informational texts to support analysis, reflection, and research.

[ELD.K12.ELL.1.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

Painting 2 (#0104380)

Version for Academic Year: 2015 - 2016

Course Number: 0104380

Abbreviated Title: PAINT 2

Number of Credits: One credit (1)

Course Length: Year (Y)

Course Level: 2

Course Status: Draft - Course Pending Approval

Graduation Requirement: Performing Fine Arts

VERSION DESCRIPTION

Students develop and refine technical skills and create 2-D compositions 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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

COURSE STANDARDS

MAFS.912.G-CO.1 - Experiment with transformations in the plane.

MAFS.912.G-CO.4 - Make geometric constructions.

The following mathematical practices are applicable to this course.

- Use appropriate tools strategically. (MP 5)
- Attend to precision. (MP 6)
- Look for and make use of structure. (MP 7)

Name	Description
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. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Remarks/Examples: e.g., two-, three-, and four-dimensional media, motion or multi-media</p> </div>
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.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. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Remarks/Examples: e.g., snapshot vs. photograph, drawing vs. digital mark-making</p> </div>
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

<p>VA.912.S.3.10:</p>	<p>skills to produce representational, figurative, or abstract imagery. Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.</p> <p>Remarks/Examples: e.g., drawing: complex composition; architectural rendering: plans and models; sculpture: carving</p>
<p>VA.912.S.3.11:</p>	<p>Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.</p> <p>Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.</p> <p>Remarks/Examples: e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images</p>
<p>VA.912.S.3.12:</p>	<p>Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.</p> <p>Remarks/Examples: e.g., electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels: glazes, chemicals, etching solutions</p>
<p>VA.912.S.3.3:</p>	<p>Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.</p> <p>Remarks/Examples: e.g., plagiarism, appropriation from the Internet and other sources</p>
<p>VA.912.S.3.4:</p>	<p>Use and maintain tools and equipment to facilitate the creative process.</p> <p>Remarks/Examples: e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>
<p>VA.912.S.3.7:</p>	<p>Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.</p>
<p>VA.912.S.3.8:</p>	

	<p>Remarks/Examples: e.g., media: ceramics, glass, wet, dry, digital</p>
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.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.
	<p>Remarks/Examples: e.g., microscope, skeleton, Fibonacci sequence, Golden Mean, measurement: pica, inches, points</p>
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.
	<p>Remarks/Examples: e.g., exhibition, sale of art products, manufacture of art equipment, catering for museum events, industrial design (toys, cars), architectural and interior design</p>
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

	<p>cultural awareness regarding community initiatives and/or concerns.</p> <p>Remarks/Examples: e.g., presentation software, video, sound, open-access collaborative web applications</p>
<p>VA.912.F.3.10:</p>	<p>Apply rules of convention to create purposeful design.</p> <p>Remarks/Examples: e.g., exhibition guidelines, environmental concerns, required information, digital application</p>
<p>VA.912.F.3.2:</p>	<p>Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy.</p> <p>Remarks/Examples: e.g., information literacy; media</p>
<p>VA.912.F.3.5:</p>	<p>Use appropriately cited sources to document research and present information on visual culture.</p> <p>Remarks/Examples: e.g., visual, digital, and textual information</p>
<p>LAFS.910.SL.1.1:</p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and

	understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
ELD.K12.ELL.1.1:	English language learners communicate for social and instructional purposes within the school setting.

