

Course: M/J Introduction to Art History-0100060

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4635.aspx>

BASIC INFORMATION

Course Title:	M/J Introduction to Art History
Course Number:	0100060
Course Abbreviated Title:	M/J INTRO ART HIST
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Art - Visual Arts SubSubject: Art Appreciation
Course length:	Semester (S)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students take an inquiry-based approach to exploring, researching, and analyzing works of art across time and cultures. Through the study of art exemplars and project-based activities, students learn to identify the functions, forms, media, styles of art, cultural ideas, and themes related to a variety of time periods and geographical places, and will express their own interpretations in a variety of ways. The course lays a foundation for the art criticism process, examining and comparing how artists have solved visual problems and made meaning across time, place, and culture. Career options related to art history and criticism are also explored. This course incorporates hands-on activities and consumption of art materials.
General Notes:	Special Notes: Instructional Practices Teaching from well-written, grade-level instructional materials

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

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

STANDARDS (20)

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

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

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

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

LACC.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.

[LACC.6.SL.1 Comprehension and Collaboration](#)

[LACC.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.

	<p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration</p>
<u>LACC.6.SL.1.3 :</u>	<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>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration</p>

LACC.6.SL.2 Presentation of Knowledge and Ideas

<u>LACC.6.SL.2.4 :</u>	<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>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Presentation of Knowledge and Ideas</p>
-------------------------------	---

LACC.68.RST.2 Craft and Structure

<u>LACC.68.RST.2.4 :</u>	<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>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Craft and Structure</p>
---------------------------------	--

LACC.68.WHST.2 Production and Distribution of Writing

<u>LACC.68.WHST.2.4 :</u>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Production and Distribution of Writing</p>
<u>LACC.68.WHST.2.6 :</u>	<p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Production and Distribution of Writing</p>

[LACC.68.WHST.3 Research to Build and Present Knowledge](#)

[LACC.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.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Research to Build and Present Knowledge](#)

[VA.68.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

[VA.68.C.1.2 :](#)

Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

[VA.68.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

[VA.68.C.3.1 :](#)

Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

[VA.68.C.3.3 :](#)

Use analytical skills to understand meaning and explain connections with other contexts.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

[VA.68.F.2 Careers in and related to the arts significantly and positively impact local and global economies.](#)

[VA.68.F.2.1 :](#)

Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

[VA.68.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in](#)

[a global economy are embedded in the study of the arts.](#)

[VA.68.F.3.3 :](#)

Collaborate with peers to complete an art task and develop leadership skills.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

Remarks/Examples

e.g., task: voluntary, assigned; time: long-term group project

[VA.68.F.3.4 :](#)

Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

[VA.68.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

[VA.68.H.1.1 :](#)

Describe social, ecological, economic, religious, and/or political conditions reflected in works of art.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

[VA.68.H.1.2 :](#)

Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

[VA.68.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

[VA.68.H.2.3 :](#)

Describe the rationale for creating, collecting, exhibiting, and owning works of art.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

Remarks/Examples

e.g., private, public, and personal art collections

[VA.68.H.3 Connections among the arts and other disciplines strengthen learning and the](#)

ability to transfer knowledge and skills to and from other fields.

VA.68.H.3.2 :

Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

Remarks/Examples

e.g., identify facts, ideas, problem-solving skills

VA.68.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

VA.68.O.1.1 :

Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

VA.68.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

VA.68.S.1.4 :

Use accurate art vocabulary to explain the creative and art-making processes.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

VA.68.S.1.5 :

Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Course: M/J Art in World Cultures- 0100070

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4637.aspx>

BASIC INFORMATION

Course Title:	M/J Art in World Cultures
Course Number:	0100070
Course Abbreviated Title:	M/J ART WORLD CULTR
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Art - Visual Arts SubSubject: Art Comprehensive
Course length:	Semester (S)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students explore art from around the world through project-based activities. Based on directed investigation, students reinterpret selected forms to promote understanding of themes, purposes, symbolism, and traditional formal characteristics. Students compare various cultural responses in art to universal themes, gaining respect for diverse perspectives and the rich heritage shared by cultures from around the world. Supporting geographic, cultural and societal studies, and historical context help students refine their understandings of time and place in global cultures. Students consider the value of preserving these works in today's museums and other public buildings, private collections, and in digital format for sharing and study via the Internet. This course incorporates hands-on activities and consumption of art materials.

STANDARDS (19)

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

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

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

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

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

LACC.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.

[LACC.6.SL.1 Comprehension and Collaboration](#)

[LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.6.SL.2 Presentation of Knowledge and Ideas](#)

[LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

[LACC.68.RST.2 Craft and Structure](#)

LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

LACC.68.WHST.2 Production and Distribution of Writing

LACC.68.WHST.2.4 :

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

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Production and Distribution of Writing](#)

LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Production and Distribution of Writing](#)

LACC.68.WHST.3 Research to Build and Present Knowledge

LACC.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.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Research to Build and Present Knowledge](#)

VA.68.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

VA.68.C.1.2 :

Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

VA.68.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

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

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3871.aspx>

BASIC INFORMATION

Course Title:	M/J Personal, Career, School Development Skills 1 & Career Planning
Course Number:	0500002
Course Abbreviated Title:	M/J PERS CAR SCH C/P
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Exploratory and Experiential Education SubSubject: Experiential
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	<p>The purpose of this course is to provide students who have been designated as at-risk of dropping out of middle school with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of</p>

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.

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. For additional information on the Middle School Career and Education Planning course, go to <http://www.fldoe.org/workforce/ced/>.

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.

Course: M/J Intensive Reading and Career Planning- 1000020

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3811.aspx>

BASIC INFORMATION

Course Title:	M/J Intensive Reading and Career Planning
Course Number:	1000020
Course Abbreviated Title:	M/J INT READ & CAR P
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Language Arts SubSubject: Remedial
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Course Size?	Yes
Version Description:	<p>The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write middle grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage</p>

	<p>in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time.</p>
<p>General Notes:</p>	<p>Important Note: Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.</p> <p>The Intensive courses have been designed for the teacher to select and teach only the appropriate standards corresponding to a student's grade and/or instructional level. The courses should not be used in place of grade level English language arts courses and are intended to provide intervention for students who have reading deficiencies.</p> <p>General Notes: The course includes, but is not limited to, the following:</p> <ul style="list-style-type: none"> • determining central ideas or themes of a text and analyzing their development as well as summarizing the key supporting details and ideas; • interpreting words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyzing how specific word choices shape meaning or tone; • analyzing the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole; • integrating and evaluating content presented in diverse formats and media, including visually and quantitatively, as well as in words; • delineating and evaluating the argument and specific claims in a text, including the validity of the reasoning as well as the source, relevance and sufficiency of the evidence; • analyzing how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take; • writing in response to reading, emulating authors' structures, word choices, styles, etc. <p>Additional Notes: Students entering the upper grades who are not</p>

reading and writing on grade level have a variety of intervention needs. No single program or strategy can be successful in remediating the needs of all students. The intervention course should require that students increase the amount and complexity of text they read and write independently throughout the school year to ensure students have enough exposure to various text structures and academic vocabulary to develop skills necessary for college and career readiness.

It is necessary to implement a combination of research-based programs and strategies that have been proven successful in **accelerating** the development of literacy skills in older readers. The following practices should be incorporated in the course:

1. Scaffolding of close reading is provided but does not preempt or replace text.
2. Systematic instruction in vocabulary is provided.
3. Explicit instruction in applying grammatical structures and conventions is provided.
4. Student independence is cultivated.

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 purpose. 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).

Achievement on standardized tests assessing reading skills is a reflection of students' confidence and competence in reading. Therefore, instruction throughout the school year should ensure

	<p>students possess the ability to read and comprehend difficult texts and perform challenging tasks associated with those texts. Time spent engaging students in practice tests should be limited, given most students' vast experiences with standardized tests and the relatively small role that knowledge of test format plays in student test performance.</p> <p>In those instances when this course is repeated for credit, the content should be differentiated based on reliable and valid assessment data. If repeated, the required level of student proficiency should increase. If students are making adequate progress (accelerated growth) in a given intervention, that intervention should be continued. If students are not making adequate progress, a new intervention should be implemented.</p> <p><i>The College and Career Readiness (CCR) standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. 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.</i></p>
<p>Verion Requirements:</p>	<p>Career and Education Planning - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes. For additional information on the Middle School Career and Education Planning course, go to http://www.fldoe.org/workforce/ced/.</p> <p>1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.</p> <p>2.0 Develop skills to locate, evaluate, and interpret career information.</p>

	<p>3.0 Identify and demonstrate processes for making short and long term goals.</p> <p>4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.</p> <p>5.0 Understand the relationship between educational achievement and career choices/postsecondary options.</p> <p>6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.</p> <p>7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.</p> <p>8.0 Demonstrate knowledge of technology and its application in career fields/clusters.</p>
--	---

STANDARDS (93)

Reading Literature

Standard Notes: These reading literature standards 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 year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reading Informational Text

Standard Notes: These reading informational text standards 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.

Writing

Standard 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

Standard Notes: The following speaking and listening standards offer a focus for instruction

each year to help ensure that students gain adequate mastery of a range of communication skills and applications.

Language

Standard Notes: *The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. **The following standards may be addressed again in higher grades at a more rigorous level of study:***

Blended Curriculum: *The Common Core State Standards are designed to lead all children toward college and career readiness. To enhance clarity in Florida's transition to the Common Core State Standards, the following Next Generation Sunshine State Standards are part of a blended curriculum design to be used during the 2013- 2014 school year. These standards are implicitly interwoven into several of the Common Core State Standards; however, due to this rigorous, deeply embedded design, each one is explicitly listed here to ensure their inclusion in the English language arts curriculum for the 2013- 2014 school year. All other FCAT- assessed NGSS standards are clearly taught in the CCSS.*

<u>LA.6.1.7.4:</u>	The student will identify cause-and-effect relationships in text;
<u>LA.6.1.7.5:</u>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<u>LA.6.2.2.1:</u>	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
<u>LA.7.1.7.4:</u>	The student will identify cause-and-effect relationships in text;
<u>LA.7.1.7.5:</u>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<u>LA.7.2.2.1:</u>	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
<u>LA.8.1.7.4:</u>	The student will identify cause-and-effect relationships in text;
<u>LA.8.1.7.5:</u>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;

<p><u>LA.8.2.2.1:</u></p>	<p>The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);</p>
<p><u>LACC.6.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult 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 or its part of speech. 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><u>LACC.6.L.3.5:</u></p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).
<p><u>LACC.6.L.3.6:</u></p>	<p>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.</p>
<p><u>LACC.6.RI.1.1:</u></p>	<p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>

<u>LACC.6.RI.1.2:</u>	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.
<u>LACC.6.RI.1.3:</u>	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
<u>LACC.6.RI.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
<u>LACC.6.RI.2.5:</u>	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.
<u>LACC.6.RI.2.6:</u>	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
<u>LACC.6.RI.3.7:</u>	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<u>LACC.6.RI.3.8:</u>	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
<u>LACC.6.RI.3.9:</u>	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).
<u>LACC.6.RI.4.10:</u>	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.
<u>LACC.6.RL.1.1:</u>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<u>LACC.6.RL.1.2:</u>	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.
<u>LACC.6.RL.1.3:</u>	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
<u>LACC.6.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

<u>LACC.6.RL.2.5:</u>	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
<u>LACC.6.RL.2.6:</u>	Explain how an author develops the point of view of the narrator or speaker in a text.
<u>LACC.6.RL.3.7:</u>	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
<u>LACC.6.RL.3.9:</u>	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.
<u>LACC.6.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LACC.6.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<u>LACC.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>LACC.6.W.3.7:</u>	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

<p><u>LACC.6.W.3.8:</u></p>	<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>
<p><u>LACC.6.W.3.9:</u></p>	<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”).
<p><u>LACC.6.W.4.10:</u></p>	<p>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.</p>
<p><u>LACC.7.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 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 or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</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 or its part of speech. 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><u>LACC.7.L.3.5:</u></p>	<p>Demonstrate understanding of figurative language, word</p>

	<p>relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).
<u>LACC.7.L.3.6:</u>	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.
<u>LACC.7.RI.1.1:</u>	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<u>LACC.7.RI.1.2:</u>	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.
<u>LACC.7.RI.1.3:</u>	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).
<u>LACC.7.RI.2.4:</u>	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.
<u>LACC.7.RI.2.5:</u>	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.
<u>LACC.7.RI.2.6:</u>	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.
<u>LACC.7.RI.3.7:</u>	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
<u>LACC.7.RI.3.8:</u>	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

<u>LACC.7.RI.3.9:</u>	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.
<u>LACC.7.RI.4.10:</u>	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.
<u>LACC.7.RL.1.1:</u>	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<u>LACC.7.RL.1.2:</u>	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.
<u>LACC.7.RL.1.3:</u>	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
<u>LACC.7.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of 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.
<u>LACC.7.RL.2.5:</u>	Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
<u>LACC.7.RL.2.6:</u>	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
<u>LACC.7.RL.3.7:</u>	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
<u>LACC.7.RL.3.9:</u>	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.
<u>LACC.7.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LACC.7.SL.1.1:</u>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched

	<p>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.</p> <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.
<p><u>LACC.7.SL.1.2:</u></p>	<p>Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>
<p><u>LACC.7.W.3.7:</u></p>	<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>
<p><u>LACC.7.W.3.8:</u></p>	<p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
<p><u>LACC.7.W.3.9:</u></p>	<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”).
<p><u>LACC.7.W.4.10:</u></p>	<p>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</p>

	audiences.
<u>LACC.8.L.3.4:</u>	<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</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 or its part of speech. 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).
<u>LACC.8.L.3.5:</u>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).
<u>LACC.8.L.3.6:</u>	<p>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.</p>
<u>LACC.8.RI.1.1:</u>	<p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<u>LACC.8.RI.1.2:</u>	<p>Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas;</p>

	provide an objective summary of the text.
<u>LACC.8.RI.1.3:</u>	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
<u>LACC.8.RI.2.4:</u>	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.
<u>LACC.8.RI.2.5:</u>	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.
<u>LACC.8.RI.2.6:</u>	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.
<u>LACC.8.RI.3.7:</u>	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
<u>LACC.8.RI.3.8:</u>	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
<u>LACC.8.RI.3.9:</u>	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.
<u>LACC.8.RI.4.10:</u>	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.
<u>LACC.8.RL.1.1:</u>	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<u>LACC.8.RL.1.2:</u>	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
<u>LACC.8.RL.1.3:</u>	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.

<u>LACC.8.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<u>LACC.8.RL.2.5:</u>	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
<u>LACC.8.RL.2.6:</u>	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
<u>LACC.8.RL.3.7:</u>	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
<u>LACC.8.RL.3.9:</u>	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.
<u>LACC.8.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
<u>LACC.8.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 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.

<u>LACC.8.SL.1.2:</u>	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
<u>LACC.8.W.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>LACC.8.W.3.8:</u>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<u>LACC.8.W.3.9:</u>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
<u>LACC.8.W.4.10:</u>	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.



This document was generated by using CPALMS - www.cpalms.org

Course: M/J Intensive Language Arts (MC)-1000000

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3738.aspx>

BASIC INFORMATION

Course Title:	M/J Intensive Language Arts (MC)
Course Number:	1000000
Course Abbreviated Title:	M/J INTENS LANG ARTS
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Language Arts SubSubject: Remedial
Course length:	Year (Y)
Course Type:	Elective
Status:	Draft - Board Approval Pending
Course Size?	Yes
Version Description:	<p>The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write middle grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course</p>

	<p>provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time.</p> <p>Important Note: Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.</p> <p>The Intensive courses have been designed for the teacher to select and teach only the appropriate standards corresponding to a student’s grade level and/or instructional needs.</p>
<p>General Notes:</p>	<p>The course includes, but is not limited to, the following:</p> <ul style="list-style-type: none"> • determining central ideas or themes of a text and analyzing their development as well as summarizing the key supporting details and ideas; • interpreting words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyzing how specific word choices shape meaning or tone; • analyzing the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole; • integrating and evaluating content presented in diverse formats and media, including visually and quantitatively, as well as in words; • delineating and evaluating the argument and specific claims in a text, including the validity of the reasoning as well as the source, relevance and sufficiency of the evidence; • analyzing how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take; • writing in response to reading, emulating authors’ structures, word choices, styles, etc. <p>Additional Notes: Students entering the upper grades who are not reading and writing on grade level have a variety of intervention needs. No single program or strategy can be successful in</p>

remediating the needs of all students. The intervention course should require that students increase the amount and complexity of text they read and write independently throughout the school year to ensure students have enough exposure to various text structures and academic vocabulary to develop skills necessary for college and career readiness.

It is necessary to implement a combination of research-based programs and strategies that have been proven successful in **accelerating** the development of literacy skills in older readers.

The following practices should be incorporated in the course:

1. Scaffolding of close reading is provided but does not preempt or replace text.
2. Systematic instruction in vocabulary is provided.
3. Explicit instruction in applying grammatical structures and conventions is provided.
4. Student independence is cultivated.

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 purpose. 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).

Achievement on standardized tests assessing reading and writing skills is a reflection of students' confidence and competence in reading. Therefore, instruction throughout the school year should ensure students possess the ability to read and comprehend

difficult texts and perform challenging tasks associated with those texts. Time spent engaging students in practice tests should be limited, given most students' vast experiences with standardized tests and the relatively small role that knowledge of test format plays in student test performance.

In those instances when this course is repeated, the content should be differentiated based on reliable and valid assessment data. If repeated, the required level of student proficiency should increase. If students are making adequate progress (accelerated growth) in a given intervention, that intervention should be continued. If students are not making adequate progress, a new intervention should be implemented.

STANDARDS (132)

General Notes: The College and Career Readiness (CCR) standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. 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.

Standard Notes:

These reading literature standards 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 year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

These reading informational text standards 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.

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.

The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.

The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Blended Curriculum: *The Common Core State Standards are designed to lead all children toward college and career readiness. To enhance clarity in Florida’s transition to the Common Core State Standards, the following Next Generation Sunshine State Standards are part of a blended curriculum design to be used during the 2013- 2014 school year. These standards are implicitly interwoven into several of the Common Core State Standards; however, due to this rigorous, deeply embedded design, each one is explicitly listed here to ensure their inclusion in the English language arts curriculum for the 2013- 2014 school year. All other FCAT- assessed NGSS standards are clearly taught in the CCSS.*

<u>LA.6.1.7.4:</u>	The student will identify cause-and-effect relationships in text;
<u>LA.6.1.7.5:</u>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<u>LA.6.2.2.1:</u>	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
<u>LA.7.1.7.4:</u>	The student will identify cause-and-effect relationships in text;
<u>LA.7.1.7.5:</u>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<u>LA.7.2.2.1:</u>	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
<u>LA.8.1.7.4:</u>	The student will identify cause-and-effect relationships in text;
<u>LA.8.1.7.5:</u>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;

<u>LA.8.2.2.1:</u>	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
<u>LACC.6.L.1.1:</u>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<u>LACC.6.L.1.2:</u>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly.
<u>LACC.6.L.2.3:</u>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> a. Vary sentence patterns for meaning, reader/listener interest, and style b. Maintain consistency in style and tone.
<u>LACC.6.L.3.4:</u>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

	<ul style="list-style-type: none"> b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult 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 or its part of speech. 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).
<u>LACC.6.L.3.5:</u>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).
<u>LACC.6.L.3.6:</u>	<p>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.</p>
<u>LACC.6.RI.1.1:</u>	<p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<u>LACC.6.RI.1.2:</u>	<p>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.</p>
<u>LACC.6.RI.1.3:</u>	<p>Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>
<u>LACC.6.RI.2.4:</u>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>
<u>LACC.6.RI.2.5:</u>	<p>Analyze how a particular sentence, paragraph, chapter, or section fits</p>

	into the overall structure of a text and contributes to the development of the ideas.
<u>LACC.6.RI.2.6:</u>	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
<u>LACC.6.RI.3.7:</u>	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<u>LACC.6.RI.3.8:</u>	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
<u>LACC.6.RI.3.9:</u>	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).
<u>LACC.6.RI.4.10:</u>	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.
<u>LACC.6.RL.1.1:</u>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<u>LACC.6.RL.1.2:</u>	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.
<u>LACC.6.RL.1.3:</u>	Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
<u>LACC.6.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
<u>LACC.6.RL.2.5:</u>	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
<u>LACC.6.RL.2.6:</u>	Explain how an author develops the point of view of the narrator or speaker in a text.
<u>LACC.6.RL.3.7:</u>	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

<u>LACC.6.RL.3.9:</u>	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.
<u>LACC.6.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LACC.6.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<u>LACC.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>LACC.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>LACC.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>LACC.6.SL.2.5:</u>	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
<u>LACC.6.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See

	grade 6 Language standards 1 and 3 for specific expectations.)
<p><u>LACC.6.W.1.1:</u></p>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.
<p><u>LACC.6.W.1.2:</u></p>	<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.
<p><u>LACC.6.W.1.3:</u></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> a. Engage and orient the reader by establishing a context and

	<p>introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <ul style="list-style-type: none"> 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.
<u>LACC.6.W.2.4:</u>	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.)
<u>LACC.6.W.2.5:</u>	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
<u>LACC.6.W.2.6:</u>	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
<u>LACC.6.W.3.7:</u>	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
<u>LACC.6.W.3.8:</u>	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.
<u>LACC.6.W.3.9:</u>	<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”).

	<p>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”).</p>
<p><u>LACC.6.W.4.10:</u></p>	<p>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.</p>
<p><u>LACC.7.L.1.1:</u></p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. 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.
<p><u>LACC.7.L.1.2:</u></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie but not He wore an old[,] green shirt</i>). b. Spell correctly.
<p><u>LACC.7.L.2.3:</u></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<p><u>LACC.7.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 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 or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</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 or its part of speech. 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><u>LACC.7.L.3.5:</u></p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).
<p><u>LACC.7.L.3.6:</u></p>	<p>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.</p>
<p><u>LACC.7.RI.1.1:</u></p>	<p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p><u>LACC.7.RI.1.2:</u></p>	<p>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.</p>
<p><u>LACC.7.RI.1.3:</u></p>	<p>Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how</p>

	individuals influence ideas or events).
<u>LACC.7.RI.2.4:</u>	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.
<u>LACC.7.RI.2.5:</u>	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.
<u>LACC.7.RI.2.6:</u>	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.
<u>LACC.7.RI.3.7:</u>	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
<u>LACC.7.RI.3.8:</u>	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
<u>LACC.7.RI.3.9:</u>	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.
<u>LACC.7.RI.4.10:</u>	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.
<u>LACC.7.RL.1.1:</u>	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<u>LACC.7.RL.1.2:</u>	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.
<u>LACC.7.RL.1.3:</u>	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
<u>LACC.7.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of 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.
<u>LACC.7.RL.2.5:</u>	Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

<u>LACC.7.RL.2.6:</u>	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
<u>LACC.7.RL.3.7:</u>	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
<u>LACC.7.RL.3.9:</u>	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.
<u>LACC.7.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LACC.7.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
<u>LACC.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>LACC.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>LACC.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>LACC.7.SL.2.5:</u>	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
<u>LACC.7.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)
<u>LACC.7.W.1.1:</u>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> a. Introduce claim(s), acknowledge 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), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<u>LACC.7.W.1.2:</u>	<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, 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.
<u>LACC.7.W.1.3:</u>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> 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.
<u>LACC.7.W.2.4:</u>	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.)
<u>LACC.7.W.2.5:</u>	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
<u>LACC.7.W.2.6:</u>	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
<u>LACC.7.W.3.7:</u>	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

<p><u>LACC.7.W.3.8:</u></p>	<p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
<p><u>LACC.7.W.3.9:</u></p>	<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”).
<p><u>LACC.7.W.4.10:</u></p>	<p>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.</p>
<p><u>LACC.8.L.1.1:</u></p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. 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.
<p><u>LACC.8.L.1.2:</u></p>	<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 (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission.

	<p>c. Spell correctly.</p>
<p><u>LACC.8.L.2.3:</u></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>
<p><u>LACC.8.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
<p><u>LACC.8.L.3.5:</u></p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</p>

<u>LACC.8.L.3.6:</u>	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.
<u>LACC.8.RI.1.1:</u>	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<u>LACC.8.RI.1.2:</u>	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.
<u>LACC.8.RI.1.3:</u>	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
<u>LACC.8.RI.2.4:</u>	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.
<u>LACC.8.RI.2.5:</u>	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.
<u>LACC.8.RI.2.6:</u>	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.
<u>LACC.8.RI.3.7:</u>	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
<u>LACC.8.RI.3.8:</u>	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
<u>LACC.8.RI.3.9:</u>	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.
<u>LACC.8.RI.4.10:</u>	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.
<u>LACC.8.RI.1.1:</u>	Cite the textual evidence that most strongly supports an analysis of

	what the text says explicitly as well as inferences drawn from the text.
<u>LACC.8.RL.1.2:</u>	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
<u>LACC.8.RL.1.3:</u>	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.
<u>LACC.8.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<u>LACC.8.RL.2.5:</u>	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
<u>LACC.8.RL.2.6:</u>	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
<u>LACC.8.RL.3.7:</u>	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
<u>LACC.8.RL.3.9:</u>	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.
<u>LACC.8.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
<u>LACC.8.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 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.

	<ul style="list-style-type: none"> b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<u>LACC.8.SL.1.2:</u>	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
<u>LACC.8.SL.1.3:</u>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
<u>LACC.8.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>LACC.8.SL.2.5:</u>	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
<u>LACC.8.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)
<u>LACC.8.W.1.1:</u>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul 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

	<p>and supports the argument presented.</p>
<p><u>LACC.8.W.1.2:</u></p>	<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.
<p><u>LACC.8.W.1.3:</u></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> 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.

	<p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
<u>LACC.8.W.2.4:</u>	<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>
<u>LACC.8.W.2.5:</u>	<p>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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)</p>
<u>LACC.8.W.2.6:</u>	<p>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.</p>
<u>LACC.8.W.3.7:</u>	<p>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.</p>
<u>LACC.8.W.3.8:</u>	<p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
<u>LACC.8.W.3.9:</u>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

<u>LACC.8.W.4.10:</u>	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.



This document was generated by using CPALMS - www.cpalms.org

	<ol style="list-style-type: none"> 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.
--	--

STANDARDS (25)

<p><u>HE.6.B.4 Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</u></p>			
<p><u>HE.6.B.4.3 :</u></p>	<p>Demonstrate effective conflict-management and/or resolution strategies.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A</p> <p>Belongs to: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</p> <p>Remarks/Examples</p> <table border="1" style="width: 100%;"> <tr> <td>Talk to an adult, anger management, and conflict mediation.</td> </tr> <tr> <td> </td> </tr> </table>	Talk to an adult, anger management, and conflict mediation.	
Talk to an adult, anger management, and conflict mediation.			
<p><u>HE.6.B.5 Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</u></p>			
<p><u>HE.6.B.5.2 :</u></p>	<p>Choose healthy alternatives over unhealthy alternatives when making a decision.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A</p> <p>Belongs to: Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</p> <p>Remarks/Examples</p> <table border="1" style="width: 100%;"> <tr> <td>Not smoking, limiting sedentary activity, and practicing good</td> </tr> </table>	Not smoking, limiting sedentary activity, and practicing good	
Not smoking, limiting sedentary activity, and practicing good			

	<p>character.</p>
<p><u>HE.6.B.5.4 :</u></p>	<p>Distinguish between the need for individual or collaborative decision-making. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Decision Making - Demonstrate the ability to use decision-making skills to enhance health. Remarks/Examples</p> <p>Consider the severity of the situation, consider personal skills, and consider when someone is a danger to self or others.</p>
<p><u>HE.6.B.5.5 :</u></p>	<p>Predict the potential outcomes of a health-related decision. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Decision Making - Demonstrate the ability to use decision-making skills to enhance health. Remarks/Examples</p> <p>Prescription drug use/abuse, eating disorders, depression, and sexual behavior.</p>
<p><u>HE.6.C.1 Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</u></p>	
<p><u>HE.6.C.1.3 :</u></p>	<p>Identify environmental factors that affect personal health. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health. Remarks/Examples</p> <p>Air and water quality, availability of sidewalks, contaminated food, and road hazards.</p>
<p><u>HE.6.C.2 Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</u></p>	
<p><u>HE.6.C.2.1 :</u></p>	<p>Examine how family influences the health of adolescents. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Remarks/Examples</p> <p>Controls for media viewing and social networking, consistent</p>

Course: M/J Health 2- 0800010

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

	<p>other drugs, and over-the-counter drugs)</p> <ul style="list-style-type: none"> • Community health (local health organizations, technology, resources, and services) • Environmental health (adverse health effects, chemicals toxins and pollutants) • Consumer health (advertising, media influence, products and services) • Teen dating violence (dating, media, abuse and violence) <p>Instructional Practices: Teaching from a well-written, grade-level textbook enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence). <p>Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.</p>
--	---

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

STANDARDS (41)

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

HE.7.B.3.1:	Analyze the validity of health information, products, and services.
--------------------	---

	<p>Remarks/Examples</p> <p>Advertisements, health-claim articles, personal-care product claims, and tobacco-use information, internet searches, store visits, newspaper use, phonebook search, and personal call to sources for information.</p>
<u>HE.7.B.3.3:</u>	<p>Compare a variety of technologies to gather health information.</p> <p>Remarks/Examples</p> <p>WebMD vs. Wikipedia, home blood pressure/thermometer vs. physician's office equipment, and mobile diagnostic imaging vs. hospital MRI.</p>
<u>HE.7.B.3.4:</u>	<p>Differentiate among professional health services that may be required.</p> <p>Remarks/Examples</p> <p>Dentist vs. orthodontist, family physician vs. specialist, and school guidance counselor vs. psychologist.</p>
<u>HE.7.B.4.1:</u>	<p>Apply effective communication skills when interacting with others to enhance health.</p> <p>Remarks/Examples</p> <p>Clear and concise words, nonverbal language, discussion, "I" messages, and assertive vs. passive or aggressive communication.</p>
<u>HE.7.B.4.2:</u>	<p>Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks.</p> <p>Remarks/Examples</p> <p>Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.</p>
<u>HE.7.B.4.3:</u>	<p>Articulate the possible causes of conflict among youth in schools and communities.</p> <p>Remarks/Examples</p> <p>Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.</p>
<u>HE.7.B.4.4:</u>	<p>Demonstrate how to ask for assistance to enhance the health of self</p>

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

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

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

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

	and making wise consumer purchases.
<u>HE.7.P.8.2:</u>	<p>Articulate a position on a health-related issue and support it with accurate health information.</p> <p>Remarks/Examples</p> <p>Bullying prevention, Internet safety, and nutritional choices.</p>
<u>HE.7.P.8.3:</u>	<p>Work cooperatively to advocate for healthy individuals, peers, and families.</p> <p>Remarks/Examples</p> <p>Assist with or conduct needs assessments, write advocacy letters, and volunteer at information kiosks.</p>
<u>HE.7.P.8.4:</u>	<p>Analyze ways health messages can target different audiences.</p> <p>Remarks/Examples</p> <p>Print media, broadcast media, billboards, and Internet resources.</p>
<u>LACC.68.WHST.2.6:</u>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<u>LACC.7.RI.1.3:</u>	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).
<u>LACC.7.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when

	warranted, modify their own views.
<u>LACC.7.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)
<u>LACC.7.W.3.8:</u>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<u>MACC.7.SP.1.1:</u>	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.



This document was generated by using CPALMS - www.cpalms.org

Course: M/J Health 1- 0800000

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4644.aspx>

BASIC INFORMATION

Course Title:	M/J Health 1
Course Number:	0800000
Course Abbreviated Title:	M/J HEALTH 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Health Education SubSubject: General
Course length:	Year (Y)
Course Type:	Elective
Course Level:	2
Status:	Draft - Board Approval Pending

STANDARDS (44)

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

HE.6.B.3.1:	Examine the validity of health information, and determine the cost of health products, and services. Remarks/Examples Advertisements, Internet, infomercials, articles, flyers, diet supplements, generic vs. name brand, individual fitness plan vs. gym membership, and private lessons vs. recreational play.
HE.6.B.3.3:	Investigate a variety of technologies to gather health information. Remarks/Examples

	Thermometer, television, Internet, audio books, and technology tools.
<u>HE.6.B.3.4:</u>	Describe situations when professional health services may be required. Remarks/Examples Injuries, influenza, depression, substance use and abuse, child abuse, and domestic violence.
<u>HE.6.B.4.1:</u>	Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health. Remarks/Examples Role playing, short stories, and open-ended scenarios.
<u>HE.6.B.4.2:</u>	Practice refusal skills and negotiation skills to reduce health risks. Remarks/Examples Assertiveness, compromising, and use of "I" messages.
<u>HE.6.B.4.3:</u>	Demonstrate effective conflict-management and/or resolution strategies. Remarks/Examples Talk to an adult, anger management, and conflict mediation.
<u>HE.6.B.4.4:</u>	Compile ways to ask for assistance to enhance the health of self and others. Remarks/Examples Verbalize, write, and ask others for help.
<u>HE.6.B.5.1:</u>	Investigate health-related situations that require the application of a thoughtful decision-making process. Remarks/Examples Peer pressure, exposure to unsupervised firearms, and tobacco use.
<u>HE.6.B.5.2:</u>	Choose healthy alternatives over unhealthy alternatives when making a decision. Remarks/Examples Not smoking, limiting sedentary activity, and practicing good

	character.
<u>HE.6.B.5.3:</u>	Specify the potential outcomes of each option when making a health-related decision. Remarks/Examples Physical, social, emotional, financial, and legal consequences, and emergency preparedness.
<u>HE.6.B.5.4:</u>	Distinguish between the need for individual or collaborative decision-making. Remarks/Examples Consider the severity of the situation, consider personal skills, and consider when someone is a danger to self or others.
<u>HE.6.B.5.5:</u>	Predict the potential outcomes of a health-related decision. Remarks/Examples Prescription drug use/abuse, eating disorders, depression, and sexual behavior.
<u>HE.6.B.6.1:</u>	Use various methods to measure personal health status. Remarks/Examples BMI, surveys, heart-rate monitors, pedometer, blood-pressure cuff, and stress-management techniques.
<u>HE.6.B.6.2:</u>	Develop an individual goal to adopt, maintain, or improve a personal health practice. Remarks/Examples Physical activity, eating habits, safety habits, computer use/safety, bullying-prevention skills, and personal hygiene.
<u>HE.6.B.6.3:</u>	Determine strategies and skills needed to attain a personal health goal. Remarks/Examples Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and injury-prevention measures.
<u>HE.6.B.6.4:</u>	Monitor progress toward attaining a personal health goal.

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

	<p>unhealthy/risky behaviors.</p> <p>Remarks/Examples</p> <p>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.</p>
<u>HE.6.C.2.1:</u>	<p>Examine how family influences the health of adolescents.</p> <p>Remarks/Examples</p> <p>Controls for media viewing and social networking, consistent family rules, family's diet and physical activity, and family modeling relationship behaviors.</p>
<u>HE.6.C.2.2:</u>	<p>Examine how peers influence the health of adolescents.</p> <p>Remarks/Examples</p> <p>Conflict resolution skills, reproductive-health misinformation, and spreading rumors.</p>
<u>HE.6.C.2.3:</u>	<p>Identify the impact of health information conveyed to students by the school and community.</p> <p>Remarks/Examples</p> <p>First-aid education program, refusal-skills practice, and healthy body composition: BMI.</p>
<u>HE.6.C.2.4:</u>	<p>Investigate school and public health policies that influence health promotion and disease prevention.</p> <p>Remarks/Examples</p> <p>Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.</p>
<u>HE.6.C.2.5:</u>	<p>Examine how media influences peer and community health behaviors.</p> <p>Remarks/Examples</p> <p>Derogatory lyrics in music, anti-drug PSAs, sports beverage commercials, and Internet safety.</p>
<u>HE.6.C.2.6:</u>	<p>Propose ways that technology can influence peer and community health behaviors.</p> <p>Remarks/Examples</p>

	Internet social media/networking sites, heart-rate monitors, and cross-walk signals.
<u>HE.6.C.2.7:</u>	Investigate cultural changes related to health beliefs and behaviors. Remarks/Examples School breakfast programs, fast- food menus, and nutritional guidelines for snack machines, fitness programs, and school wellness programs.
<u>HE.6.C.2.8:</u>	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.
<u>HE.6.C.2.9:</u>	Identify the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. Remarks/Examples Curiosity, interests, fears, likes, and dislikes.
<u>HE.6.P.7.1:</u>	Explain the importance of assuming responsibility for personal-health behaviors. Remarks/Examples Medical/dental checkups, resisting peer pressure, and healthy relationships.
<u>HE.6.P.7.2:</u>	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.
<u>HE.6.P.8.1:</u>	Practice how to influence and support others when making positive health choices. Remarks/Examples Encourage others to read food labels, promote physical activity, encourage practice of universal precautions, and leading by

	example.
<u>HE.6.P.8.2:</u>	State a health-enhancing position on a topic and support it with accurate information. Remarks/Examples Tobacco laws, zero-tolerance policies, drinking laws, and bullying laws.
<u>HE.6.P.8.3:</u>	Work cooperatively to advocate for healthy individuals, families, and schools. Remarks/Examples Media campaigns, posters, skits, and PSAs.
<u>HE.6.P.8.4:</u>	Identify ways health messages and communication techniques can be targeted for different audiences. Remarks/Examples Surveys, advertisements, music, and clothing.
<u>LACC.6.RI.3.8:</u>	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
<u>LACC.6.SL.2.5:</u>	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
<u>LACC.6.W.1.1:</u>	Write arguments to support claims with clear reasons and relevant evidence. <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.
<u>LACC.68.WHST.2.6:</u>	Use technology, including the Internet, to produce and publish writing

	and present the relationships between information and ideas clearly and efficiently.
<u>MACC.6.SP.1.1:</u>	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>
<u>MACC.6.SP.1.2:</u>	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.



This document was generated by using CPALMS - www.cpalms.org

Course: M/J Health Transfer- 0800220

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse287.aspx>

BASIC INFORMATION

Course Title:	M/J Health Transfer
Course Number:	0800220
Course Abbreviated Title:	M/J HEALTH TRAN
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Health Education SubSubject: General
Course length:	Year (Y)
Course Type:	Elective
Course Level:	2
Status:	State Board Approved

QUALIFICATIONS

Qualification:	NA
-----------------------	----



This document was generated by using CPALMS - www.cpalms.org

Course: M/J Health 6- 0800050

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4736.aspx>

BASIC INFORMATION

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

STANDARDS (43)

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

<p><u>(Florida: HE.8.B.5.2)</u> <u>(adopted 5/2013):</u></p>	<p>Categorize healthy and unhealthy alternatives to health-related issues or problems. Remarks/Examples (Alcohol consumption, sleep requirements, physical activity, and time management.)</p>
<p><u>HE.8.B.3.1:</u></p>	<p>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.</p>
<p><u>HE.8.B.3.2:</u></p>	<p>Analyze the accessibility, validity, and reliability of products and services that enhance home, school, and community health. Remarks/Examples Reliability of advertisements, articles, infomercials, and web-based products; health department; community agencies; and prescribed medications vs. over-the-counter.</p>
<p><u>HE.8.B.3.3:</u></p>	<p>Recommend a variety of technologies to gather health information. Remarks/Examples Glucose monitor, MRI, EKG, CAT-scan, scales [BMI], pedometer, Internet, and cell phone applications.</p>
<p><u>HE.8.B.3.4:</u></p>	<p>Determine situations when specific professional health services or providers may be required. Remarks/Examples Head injuries, infections, depression, and abuse.</p>
<p><u>HE.8.B.4.1:</u></p>	<p>Illustrate skills necessary for effective communication with family,</p>

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

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

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

<p><u>HE.8.C.2.3:</u></p>	<p>Analyze how the school and community may influence adolescent health. Remarks/Examples</p> <p>Drug-abuse education programs, volunteering opportunities, and availability of recreational facilities/programs.</p>
<p><u>HE.8.C.2.4:</u></p>	<p>Critique school and public health policies that influence health promotion and disease prevention. Remarks/Examples</p> <p>Speed-limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, and cell phone/texting laws.</p>
<p><u>HE.8.C.2.5:</u></p>	<p>Research marketing strategies behind health-related media messages. Remarks/Examples</p> <p>Social acceptance of alcohol use, promotion of thinness as the best body type, sexual images to sell products, and normalization of violence.</p>
<p><u>HE.8.C.2.6:</u></p>	<p>Analyze the influence of technology on personal and family health. Remarks/Examples</p> <p>TV advertisements for unhealthy foods, volume of headphones, websites, and social marketing for health information.</p>
<p><u>HE.8.C.2.7:</u></p>	<p>Describe the influence of culture on health beliefs, practices, and behaviors. Remarks/Examples</p> <p>Medical procedures such as male circumcision, sexual abstinence, and prescription drug-use.</p>
<p><u>HE.8.C.2.8:</u></p>	<p>Explain how the perceptions of norms influence healthy and unhealthy behaviors. Remarks/Examples</p> <p>Sexual abstinence, prescription-drug use, marijuana use, and perception that certain abusive-relationship behaviors are “normal.”</p>
<p><u>HE.8.C.2.9:</u></p>	<p>Analyze the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. Remarks/Examples</p>

	Social conformity, desires, and impulses.
<u>HE.8.P.7.1:</u>	Assess the importance of assuming responsibility for personal-health behaviors, including sexual behavior. Remarks/Examples Sexual abstinence, skin care, and drug abuse.
<u>HE.8.P.7.2:</u>	Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks. Remarks/Examples Participate in various physical activities, foster healthy relationships, set healthy goals, make healthy food choices, and practice Internet safety, resist negative peer pressure, get adequate sleep, and engage in respectful equality-based relationships.
<u>HE.8.P.8.1:</u>	Promote positive health choices with the influence and support of others. Remarks/Examples Promotion of oral health, sexual abstinence, no alcohol, tobacco, and other drug abuse.
<u>HE.8.P.8.2:</u>	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.
<u>HE.8.P.8.3:</u>	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.
<u>HE.8.P.8.4:</u>	Evaluate ways health messages and communication techniques can be targeted for different audiences. Remarks/Examples Advertising, social media campaign, and health fairs.

<u>LACC.68.WHST.1.1a:</u>	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.
<u>LACC.68.WHST.2.6:</u>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<u>LACC.8.RL.1.3:</u>	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.
<u>LACC.8.SL.2.5:</u>	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
<u>LACC.8.W.3.8:</u>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.



This document was generated by using CPALMS - www.cpalms.org

Course: M/J Health 5- 0800040

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

	<ul style="list-style-type: none"> • Community health (local health organizations, technology, resources, and services) • Environmental health (adverse health effects, chemicals toxins and pollutants) • Consumer health (advertising, media influence, products and services) • Teen dating violence (dating, media, abuse and violence) <p>Instructional Practices</p> <p>Teaching from a well-written, grade-level textbook enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence). <p>Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.</p>
--	--

STANDARDS (42)

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

<u>HE.7.B.3.1:</u>	Analyze the validity of health information, products, and services.
	Remarks/Examples
	Advertisements, health-claim articles, personal-care product claims, and tobacco-use information, internet searches, store visits,

	<p>newspaper use, phonebook search, and personal call to sources for information.</p>
<u>HE.7.B.3.3:</u>	<p>Compare a variety of technologies to gather health information. Remarks/Examples</p> <p>WebMD vs. Wikipedia, home blood pressure/thermometer vs. physician’s office equipment, and mobile diagnostic imaging vs. hospital MRI.</p>
<u>HE.7.B.3.4:</u>	<p>Differentiate among professional health services that may be required. Remarks/Examples</p> <p>Dentist vs. orthodontist, family physician vs. specialist, and school guidance counselor vs. psychologist.</p>
<u>HE.7.B.4.1:</u>	<p>Apply effective communication skills when interacting with others to enhance health. Remarks/Examples</p> <p>Clear and concise words, nonverbal language, discussion, "I" messages, and assertive vs. passive or aggressive communication.</p>
<u>HE.7.B.4.2:</u>	<p>Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks. Remarks/Examples</p> <p>Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.</p>
<u>HE.7.B.4.3:</u>	<p>Articulate the possible causes of conflict among youth in schools and communities. Remarks/Examples</p> <p>Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.</p>
<u>HE.7.B.4.4:</u>	<p>Demonstrate how to ask for assistance to enhance the health of self and others. Remarks/Examples</p> <p>“I” messages, ask on behalf of a friend, written request, riding in a</p>

	vehicle with someone who is intoxicated, and bullying.
<u>HE.7.B.5.2:</u>	Select healthy alternatives over unhealthy alternatives when making a decision. Remarks/Examples Proper prescription-drug use, using safety equipment, Internet safety, and managing stress.
<u>HE.7.B.5.4:</u>	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?
<u>HE.7.B.5.5:</u>	Predict the short and long-term consequences of engaging in health-risk behaviors. Remarks/Examples Driving under the influence, lack of exercise, and poor diet.
<u>HE.7.B.6.1:</u>	Analyze personal beliefs as they relate to health practices. Remarks/Examples Weight management through physical activity, disease prevention through hand washing, sharing personal information, and abstinence.
<u>HE.7.B.6.2:</u>	Devise an individual goal (short or long term) to adopt, maintain, or improve a personal health practice. Remarks/Examples Participation in organized activities/sports, eating breakfast, safety habits, computer use/safety, and conflict resolution.
<u>HE.7.B.6.3:</u>	Explain strategies and skills needed to assess progress and maintenance of a personal health goal. Remarks/Examples Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and rewarding milestones.

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

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

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

	<p>accurate health information.</p> <p>Remarks/Examples</p> <p>Bullying prevention, Internet safety, and nutritional choices.</p>
<u>HE.7.P.8.3:</u>	<p>Work cooperatively to advocate for healthy individuals, peers, and families.</p> <p>Remarks/Examples</p> <p>Assist with or conduct needs assessments, write advocacy letters, and volunteer at information kiosks.</p>
<u>HE.7.P.8.4:</u>	<p>Analyze ways health messages can target different audiences.</p> <p>Remarks/Examples</p> <p>Print media, broadcast media, billboards, and Internet resources.</p>
<u>LACC.68.WHST.2.6:</u>	<p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>
<u>LACC.7.RI.1.3:</u>	<p>Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>
<u>LACC.7.RI.3.8:</u>	<p>Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>
<u>LACC.7.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when

	warranted, modify their own views.
<u>LACC.7.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)
<u>LACC.7.W.3.8:</u>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<u>MACC.7.SP.1.1:</u>	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.



This document was generated by using CPALMS - www.cpalms.org

Course: M/J Health 4- 0800030

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4732.aspx>

BASIC INFORMATION

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

STANDARDS (44)

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

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

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

	BMI, surveys, heart-rate monitors, pedometer, blood-pressure cuff, and stress-management techniques.
<u>HE.6.B.6.2:</u>	Develop an individual goal to adopt, maintain, or improve a personal health practice. Remarks/Examples Physical activity, eating habits, safety habits, computer use/safety, bullying-prevention skills, and personal hygiene.
<u>HE.6.B.6.3:</u>	Determine strategies and skills needed to attain a personal health goal. Remarks/Examples Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and injury-prevention measures.
<u>HE.6.B.6.4:</u>	Monitor progress toward attaining a personal health goal. Remarks/Examples Checklist, diary, log, computer software, and websites.
<u>HE.6.C.1.2:</u>	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.
<u>HE.6.C.1.3:</u>	Identify environmental factors that affect personal health. Remarks/Examples Air and water quality, availability of sidewalks, contaminated food, and road hazards.
<u>HE.6.C.1.4:</u>	Identify health problems and concerns common to adolescents including reproductive development. Remarks/Examples Acne, eating disorders, suicide/depression, and puberty.
<u>HE.6.C.1.5:</u>	Explain how body systems are impacted by hereditary factors and infectious agents.

	<p>Remarks/Examples</p> <p>Cystic fibrosis affects respiratory and a digestive system, sickle-cell anemia affects the circulatory system, and influenza affects the respiratory system.</p>
<u>HE.6.C.1.6:</u>	<p>Examine how appropriate health care can promote personal health.</p> <p>Remarks/Examples</p> <p>Orthodontia, substance-abuse misuse prevention, hearing and vision screening, and prevention of communicable diseases.</p>
<u>HE.6.C.1.7:</u>	<p>Recognize how heredity can affect personal health.</p> <p>Remarks/Examples</p> <p>Risk factors for diseases such as heart disease or cancers, poor vision, and allergies/asthma.</p>
<u>HE.6.C.1.8:</u>	<p>Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors.</p> <p>Remarks/Examples</p> <p>Obesity related to poor nutrition and inactivity, cancer and chronic lung disease related to tobacco use, injuries caused from failure to use seat restraint, and sexually transmitted diseases caused by sexual activity.</p>
<u>HE.6.C.2.1:</u>	<p>Examine how family influences the health of adolescents.</p> <p>Remarks/Examples</p> <p>Controls for media viewing and social networking, consistent family rules, family's diet and physical activity, and family modeling relationship behaviors.</p>
<u>HE.6.C.2.2:</u>	<p>Examine how peers influence the health of adolescents.</p> <p>Remarks/Examples</p> <p>Conflict resolution skills, reproductive-health misinformation, and spreading rumors.</p>
<u>HE.6.C.2.3:</u>	<p>Identify the impact of health information conveyed to students by the school and community.</p> <p>Remarks/Examples</p> <p>First-aid education program, refusal-skills practice, and healthy body</p>

	composition: BMI.
<u>HE.6.C.2.4:</u>	Investigate school and public health policies that influence health promotion and disease prevention. Remarks/Examples Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.
<u>HE.6.C.2.5:</u>	Examine how media influences peer and community health behaviors. Remarks/Examples Derogatory lyrics in music, anti-drug PSAs, sports beverage commercials, and Internet safety.
<u>HE.6.C.2.6:</u>	Propose ways that technology can influence peer and community health behaviors. Remarks/Examples Internet social media/networking sites, heart-rate monitors, and cross-walk signals.
<u>HE.6.C.2.7:</u>	Investigate cultural changes related to health beliefs and behaviors. Remarks/Examples School breakfast programs, fast-food menus, and nutritional guidelines for snack machines, fitness programs, and school wellness programs.
<u>HE.6.C.2.8:</u>	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.
<u>HE.6.C.2.9:</u>	Identify the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. Remarks/Examples Curiosity, interests, fears, likes, and dislikes.
<u>HE.6.P.7.1:</u>	Explain the importance of assuming responsibility for personal-health

	<p>behaviors.</p> <p>Remarks/Examples</p> <p>Medical/dental checkups, resisting peer pressure, and healthy relationships.</p>
<u>HE.6.P.7.2:</u>	<p>Write about healthy practices and behaviors that will maintain or improve personal health and reduce health risks.</p> <p>Remarks/Examples</p> <p>Hygiene, healthy relationship skills, sleep, fitness, influences of advertising, internet safety, and avoidance of substance abuse including inhalants.</p>
<u>HE.6.P.8.1:</u>	<p>Practice how to influence and support others when making positive health choices.</p> <p>Remarks/Examples</p> <p>Encourage others to read food labels, promote physical activity, encourage practice of universal precautions, and leading by example.</p>
<u>HE.6.P.8.2:</u>	<p>State a health-enhancing position on a topic and support it with accurate information.</p> <p>Remarks/Examples</p> <p>Tobacco laws, zero-tolerance policies, drinking laws, and bullying laws.</p>
<u>HE.6.P.8.3:</u>	<p>Work cooperatively to advocate for healthy individuals, families, and schools.</p> <p>Remarks/Examples</p> <p>Media campaigns, posters, skits, and PSAs.</p>
<u>HE.6.P.8.4:</u>	<p>Identify ways health messages and communication techniques can be targeted for different audiences.</p> <p>Remarks/Examples</p> <p>Surveys, advertisements, music, and clothing.</p>
<u>LACC.6.RI.3.8:</u>	<p>Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>

<u>LACC.6.SL.2.5:</u>	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
<u>LACC.6.W.1.1:</u>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> a. Introduce claim(s) 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.
<u>LACC.68.WHST.2.6:</u>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<u>MACC.6.SP.1.1:</u>	<p>Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.</i></p>
<u>MACC.6.SP.1.2:</u>	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.



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

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4720.aspx>

BASIC INFORMATION

Course Title:	M/J Health 3 & Career Planning
Course Number:	0800025
Course Abbreviated Title:	M/J HEALTH 3 & CAR P
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Health Education SubSubject: General
Course length:	Year (Y)
Course Type:	Elective
Status:	Draft - Board Approval Pending
General Notes:	<p>The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to become healthy, productive citizens. This comprehensive course focuses on the development of positive life-long knowledge, attitudes, and behaviors, which promote an active and healthy lifestyle.</p> <p>The content should include, but is not limited to:</p> <ul style="list-style-type: none">• 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.

Career and Career and Education Planning Course

Per [Section 1003.4156, Florida Statutes](#), the Career and Education

	<p>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. For additional information on the Middle School Career and Education Planning course, go to http://www.fldoe.org/workforce/ced/.</p> <p>1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.</p> <p>2.0 Develop skills to locate, evaluate, and interpret career information.</p> <p>3.0 Identify and demonstrate processes for making short and long term goals.</p> <p>4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills.</p> <p>5.0 Understand the relationship between educational achievement and career choices/postsecondary options.</p> <p>6.0 Identify a career cluster and related pathways that match career and education goals.</p> <p>7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.</p> <p>8.0 Demonstrate knowledge of technology and its application in career fields/clusters.</p>
--	--

STANDARDS (45)

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

(Florida: HE.8.B.5.2) (adopted 5/2013):	<p>Categorize healthy and unhealthy alternatives to health-related issues or problems.</p> <p>Remarks/Examples</p> <p>(Alcohol consumption, sleep requirements, physical activity, and time management.)</p>
--	--

<u>HE.8.B.3.1:</u>	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.
<u>HE.8.B.3.2:</u>	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.
<u>HE.8.B.3.3:</u>	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.
<u>HE.8.B.3.4:</u>	Determine situations when specific professional health services or providers may be required. Remarks/Examples Head injuries, infections, depression, and abuse.
<u>HE.8.B.4.1:</u>	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.
<u>HE.8.B.4.3:</u>	Examine the possible causes of conflict among youth in schools and communities. Remarks/Examples Relationships, territory, jealousy, and gossip/rumors.
<u>HE.8.B.4.4:</u>	Compare and contrast ways to ask for and offer assistance to enhance the health of self and others.

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

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

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

	zero tolerance, report bullying, and cell phone/texting laws.
<u>HE.8.C.2.5:</u>	<p>Research marketing strategies behind health-related media messages. Remarks/Examples</p> <p>Social acceptance of alcohol use, promotion of thinness as the best body type, sexual images to sell products, and normalization of violence.</p>
<u>HE.8.C.2.6:</u>	<p>Analyze the influence of technology on personal and family health. Remarks/Examples</p> <p>TV advertisements for unhealthy foods, volume of headphones, websites, and social marketing for health information.</p>
<u>HE.8.C.2.7:</u>	<p>Describe the influence of culture on health beliefs, practices, and behaviors. Remarks/Examples</p> <p>Medical procedures such as male circumcision, sexual abstinence, and prescription drug-use.</p>
<u>HE.8.C.2.8:</u>	<p>Explain how the perceptions of norms influence healthy and unhealthy behaviors. Remarks/Examples</p> <p>Sexual abstinence, prescription-drug use, marijuana use, and perception that certain abusive-relationship behaviors are “normal.”</p>
<u>HE.8.C.2.9:</u>	<p>Analyze the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. Remarks/Examples</p> <p>Social conformity, desires, and impulses.</p>
<u>HE.8.P.7.1:</u>	<p>Assess the importance of assuming responsibility for personal-health behaviors, including sexual behavior. Remarks/Examples</p> <p>Sexual abstinence, skin care, and drug abuse.</p>
<u>HE.8.P.7.2:</u>	<p>Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.</p>

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

<u>LACC.8.RL.1.3:</u>	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.
<u>LACC.8.SL.2.5:</u>	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
<u>LACC.8.W.1.1:</u>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<u>LACC.8.W.3.8:</u>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.



Course: M/J Health 3- 0800020

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4671.aspx>

BASIC INFORMATION

Course Title:	M/J Health 3
Course Number:	0800020
Course Abbreviated Title:	M/J HEALTH 3
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Health Education SubSubject: General
Course length:	Year (Y)
Course Type:	Elective
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	<p>The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to become healthy, productive citizens. This comprehensive course focuses on the development of positive life-long knowledge, attitudes, and behaviors, which promote an active and healthy lifestyle.</p> <p>The content should include, but is not limited to:</p> <ul style="list-style-type: none">• 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.
--	--

STANDARDS (45)

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

<u>(Florida: HE.8.B.5.2)</u> <u>(adopted 5/2013):</u>	Categorize healthy and unhealthy alternatives to health-related issues or problems. Remarks/Examples
	(Alcohol consumption, sleep requirements, physical activity, and time management.)
<u>HE.8.B.3.1:</u>	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.
<u>HE.8.B.3.2:</u>	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.
<u>HE.8.B.3.3:</u>	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.
<u>HE.8.B.3.4:</u>	Determine situations when specific professional health services or providers may be required. Remarks/Examples

	Head injuries, infections, depression, and abuse.
<u>HE.8.B.4.1:</u>	<p>Illustrate skills necessary for effective communication with family, peers, and others to enhance health.</p> <p>Remarks/Examples</p> <p>Refusal skills, nonverbal communication, asking questions, "I" messages, assertiveness, negotiation, and making requests.</p>
<u>HE.8.B.4.3:</u>	<p>Examine the possible causes of conflict among youth in schools and communities.</p> <p>Remarks/Examples</p> <p>Relationships, territory, jealousy, and gossip/rumors.</p>
<u>HE.8.B.4.4:</u>	<p>Compare and contrast ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Remarks/Examples</p> <p>Compare responses, passive vs. assertive, written vs. spoken, and anonymous vs. face-to-face.</p>
<u>HE.8.B.5.1:</u>	<p>Determine when health-related situations require the application of a thoughtful prepared plan of action.</p> <p>Remarks/Examples</p> <p>Consumption of alcohol, sexual situations, use of marijuana, prescription-drug abuse, and dating violence.</p>
<u>HE.8.B.5.3:</u>	<p>Compile the potential outcomes of each option when making a health-related decision.</p> <p>Remarks/Examples</p> <p>Consequences: injury, addiction, and legal, social, sexual, and financial.</p>
<u>HE.8.B.5.4:</u>	<p>Distinguish when individual or collaborative decision-making is appropriate.</p> <p>Remarks/Examples</p> <p>Pressure to consume alcohol, self-injury, weight management, sexual activity, and mental-health issues.</p>

<u>HE.8.B.5.5:</u>	Evaluate the outcomes of a health-related decision. Remarks/Examples
	Addiction from alcohol consumption, brain damage from inhalant use, pregnancy from sexual activity, and weight management from proper nutrition.
<u>HE.8.B.6.1:</u>	Assess personal health practices. Remarks/Examples
	Physical activity, sleep habits, interpersonal skills, risky behaviors, and injury prevention.
<u>HE.8.B.6.2:</u>	Design an individual goal to adopt, maintain, or improve a personal health practice. Remarks/Examples
	Physical activity, eating habits, cyber bullying, social relationships, and sleep habits.
<u>HE.8.B.6.3:</u>	Apply strategies and skills needed to attain a personal health goal. Remarks/Examples
	Physical activity, nutrition modification, and anger management.
<u>HE.8.B.6.4:</u>	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities. Remarks/Examples
	Weight reduction, cost of healthier food, availability of exercise equipment, and general health.
<u>HE.8.C.1.2:</u>	Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual. Remarks/Examples
	Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.
<u>HE.8.C.1.3:</u>	Predict how environmental factors affect personal health. Remarks/Examples
	Heat index, air/water quality, street lights and signs, bullying, gangs,

	and weapons in the community.
<u>HE.8.C.1.4:</u>	Investigate strategies to reduce or prevent injuries and other adolescent health problems. Remarks/Examples Recognize signs and symptoms of depression, accessing resources, abstinence to reduce sexually transmitted diseases, sexually transmitted infections, and pregnancy; places to avoid; and healthy relationship skills.
<u>HE.8.C.1.5:</u>	Identify major chronic diseases that impact human body systems. Remarks/Examples Cancer, hypertension and coronary artery disease, asthma, and diabetes.
<u>HE.8.C.1.6:</u>	Analyze how appropriate health care can promote personal health. Remarks/Examples Immunization for human papilloma virus and meningitis, sports physicals, and counseling for depression.
<u>HE.8.C.1.7:</u>	Explore how heredity and family history can affect personal health. Remarks/Examples Sickle-cell anemia, heart disease, diabetes, and mental health.
<u>HE.8.C.1.8:</u>	Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behaviors. 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.
<u>HE.8.C.2.1:</u>	Assess the role of family health beliefs on the health of adolescents. Remarks/Examples Alternative medical care, family religious beliefs, and importance of physical activity.
<u>HE.8.C.2.2:</u>	Assess how the health beliefs of peers may influence adolescent

	<p>health.</p> <p>Remarks/Examples</p> <p>Drug-use myths, perception of healthy body composition, and perceived benefits of energy drinks.</p>
<u>HE.8.C.2.3:</u>	<p>Analyze how the school and community may influence adolescent health.</p> <p>Remarks/Examples</p> <p>Drug-abuse education programs, volunteering opportunities, and availability of recreational facilities/programs.</p>
<u>HE.8.C.2.4:</u>	<p>Critique school and public health policies that influence health promotion and disease prevention.</p> <p>Remarks/Examples</p> <p>Speed-limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, and cell phone/texting laws.</p>
<u>HE.8.C.2.5:</u>	<p>Research marketing strategies behind health-related media messages.</p> <p>Remarks/Examples</p> <p>Social acceptance of alcohol use, promotion of thinness as the best body type, sexual images to sell products, and normalization of violence.</p>
<u>HE.8.C.2.6:</u>	<p>Analyze the influence of technology on personal and family health.</p> <p>Remarks/Examples</p> <p>TV advertisements for unhealthy foods, volume of headphones, websites, and social marketing for health information.</p>
<u>HE.8.C.2.7:</u>	<p>Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p>Remarks/Examples</p> <p>Medical procedures such as male circumcision, sexual abstinence, and prescription drug-use.</p>
<u>HE.8.C.2.8:</u>	<p>Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>Remarks/Examples</p> <p>Sexual abstinence, prescription-drug use, marijuana use, and</p>

	perception that certain abusive-relationship behaviors are “normal.”
<u>HE.8.C.2.9:</u>	Analyze the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. Remarks/Examples Social conformity, desires, and impulses.
<u>HE.8.P.7.1:</u>	Assess the importance of assuming responsibility for personal-health behaviors, including sexual behavior. Remarks/Examples Sexual abstinence, skin care, and drug abuse.
<u>HE.8.P.7.2:</u>	Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks. Remarks/Examples Participate in various physical activities, foster healthy relationships, set healthy goals, make healthy food choices, and practice Internet safety, resist negative peer pressure, get adequate sleep, and engage in respectful equality-based relationships.
<u>HE.8.P.8.1:</u>	Promote positive health choices with the influence and support of others. Remarks/Examples Promotion of oral health, sexual abstinence, no alcohol, tobacco, and other drug abuse.
<u>HE.8.P.8.2:</u>	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.
<u>HE.8.P.8.3:</u>	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.

<p><u>HE.8.P.8.4:</u></p>	<p>Evaluate ways health messages and communication techniques can be targeted for different audiences.</p> <p>Remarks/Examples</p> <p>Advertising, social media campaign, and health fairs.</p>
<p><u>LACC.68.WHST.1.1a:</u></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>
<p><u>LACC.68.WHST.2.6:</u></p>	<p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>
<p><u>LACC.8.RL.1.3:</u></p>	<p>Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>
<p><u>LACC.8.RL.2.6:</u></p>	<p>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.</p>
<p><u>LACC.8.SL.2.5:</u></p>	<p>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>
<p><u>LACC.8.W.1.1:</u></p>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> a. Introduce claim(s), 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.
<p><u>LACC.8.W.3.8:</u></p>	<p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for</p>

citation.



This document was generated by using CPALMS - www.cpalms.org

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

Course Title:	M/J Health 2 & Career Planning
Course Number:	0800015
Course Abbreviated Title:	M/J HEALTH 2 & CAR P
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Health Education SubSubject: General
Course length:	Year (Y)
Course Type:	Elective
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	<p>The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy living. This comprehensive course focuses on making wise personal decisions and respecting and promoting the health of others.</p> <p>The content should include, but is not limited to:</p> <ul style="list-style-type: none"> • Mental and emotional health (personal health care, 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

	<p>information.</p> <p>3.0 Identify and demonstrate processes for making short and long term goals.</p> <p>4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.</p> <p>5.0 Understand the relationship between educational achievement and career choices/postsecondary options.</p> <p>6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.</p> <p>7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.</p> <p>8.0 Demonstrate knowledge of technology and its application in career fields/clusters.</p> <p>Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes. For additional information on the Middle School Career and Education Planning course, go to http://www.fldoe.org/workforce/ced/.</p>
--	---

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

STANDARDS (42)

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

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

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

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

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

	<p>Remarks/Examples</p> <p>Specific health sites to acquire valid health information: CDC, NIH, NIDA, and local health organizations; and Internet and cell phone apps.</p>
<u>HE.7.C.2.7:</u>	<p>Determine how cultural changes related to health beliefs and behaviors impact personal health.</p> <p>Remarks/Examples</p> <p>Americanization of fast food across the globe; infant feeding, breast vs. bottle; prevalence of diabetes; cell- phone use; and timeliness of emergency response.</p>
<u>HE.7.C.2.8:</u>	<p>Evaluate how changes in social norms impact healthy and unhealthy behavior.</p> <p>Remarks/Examples</p> <p>Secondhand smoke, menu items at restaurants, anti-bullying behavior, and social norms that justify/promote violence.</p>
<u>HE.7.C.2.9:</u>	<p>Explain the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.</p> <p>Remarks/Examples</p> <p>Social conformity, social status/appearance, experimentation with drugs, food relationships, and spirituality.</p>
<u>HE.7.P.7.1:</u>	<p>Examine the importance of assuming responsibility for personal-health behaviors.</p> <p>Remarks/Examples</p> <p>Physical activity, eating habits, stress management, quality of life, sexual behaviors, and adequate sleep.</p>
<u>HE.7.P.7.2:</u>	<p>Experiment with behaviors that will maintain or improve personal health and reduce health risks.</p> <p>Remarks/Examples</p> <p>Peer-refusal skills, problem-solving skills, and engaging in respectful equality-based relationships.</p>
<u>HE.7.P.8.1:</u>	<p>Utilize the influence of others to promote positive health choices.</p> <p>Remarks/Examples</p>

	Seeking help from school support staff, practicing conflict resolution, and making wise consumer purchases.
<u>HE.7.P.8.2:</u>	<p>Articulate a position on a health-related issue and support it with accurate health information.</p> <p>Remarks/Examples</p> <p>Bullying prevention, Internet safety, and nutritional choices.</p>
<u>HE.7.P.8.3:</u>	<p>Work cooperatively to advocate for healthy individuals, peers, and families.</p> <p>Remarks/Examples</p> <p>Assist with or conduct needs assessments, write advocacy letters, and volunteer at information kiosks.</p>
<u>HE.7.P.8.4:</u>	<p>Analyze ways health messages can target different audiences.</p> <p>Remarks/Examples</p> <p>Print media, broadcast media, billboards, and Internet resources.</p>
<u>LACC.68.WHST.2.6:</u>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<u>LACC.7.RI.1.3:</u>	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).
<u>LACC.7.RI.3.8:</u>	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
<u>LACC.7.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as

	<p>needed.</p> <p>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.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>
<u>LACC.7.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)
<u>LACC.7.W.3.8:</u>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<u>MACC.7.SP.1.1:</u>	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.



This document was generated by using CPALMS - www.cpalms.org

Course: M/J Exploratory Wheel 6- 0600050

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse2025.aspx>

BASIC INFORMATION

Course Title:	M/J Exploratory Wheel 6
Course Number:	0600050
Course Abbreviated Title:	M/J EXPLOR WHEEL 6
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Exploratory and Experiential Education SubSubject: Exploratory
Course length:	Semester (S)
Status:	State Board Approved
General Notes:	<p>The purpose of this course is to provide opportunities for improvement in student self-development through the study of specific subject areas. The content should include, but not be limited to the following:</p> <ul style="list-style-type: none">• exploration of basic principles, concepts, processes, and knowledge of subject areas to which the student is exposed• specific content based on selected intended outcomes from existing courses <p>Special Note: Course Descriptions are identical for all Exploratory Wheel courses.</p> <p>Districts are responsible for the creation of wheel courses tailored with regard to their student population; courses may be combined as desired to compose the exploratory wheel. Regardless of the length of the wheel, requirements 1-4 must be addressed along with the selected requirements from the subject area. Subject area requirements must contain only Next Generation Sunshine State Standard and Common Core State Standard benchmarks as</p>

	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.
Version Requirements:	After successfully completing this course, the student will: <ol style="list-style-type: none">1. Demonstrate competencies and skills from the subject area.2. List career or further study opportunities in the subject area.3. Demonstrate problem-solving skills related to, or use techniques in the subject area.4. Locate and use data related to the subject area.5. Exercise creativity related to the subject area.6. Communicate personal reactions to the subject area.7. Describe community resources related to the subject area.



This document was generated by using CPALMS - www.cpalms.org

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

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3906.aspx>

BASIC INFORMATION

Course Title:	M/J Exploratory Wheel 2 and Career Planning
Course Number:	0600010
Course Abbreviated Title:	M/J EXPLOR WHEEL 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Exploratory and Experiential Education SubSubject: Exploratory
Course length:	Semester (S)
Status:	Draft - Board Approval Pending
General Notes:	<p>The purpose of this course is to provide opportunities for improvement in student self-development through the study of specific subject areas. The content should include, but not be limited to the following:</p> <ul style="list-style-type: none">• exploration of basic principles, concepts, processes, and knowledge of subject areas to which the student is exposed• specific content based on selected intended outcomes from existing courses <p>Special Note: Course Descriptions are identical for all Exploratory Wheel courses.</p> <p>Districts are responsible for the creation of wheel courses tailored with regard to their student population; courses may be combined as desired to compose the exploratory wheel. Regardless of the length of the wheel, requirements 1-4 must be addressed along with the</p>

	<p>selected requirements from the subject area. Subject area requirements must contain only Next Generation Sunshine State Standard and Common Core State Standard benchmarks as appropriate. If the wheel is at least 18 weeks in length, all requirements of this framework must be addressed along with the selected requirements from the subject areas included.</p> <p>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. For additional information on the Middle School Career and Education Planning course, go to http://www.fldoe.org/workforce/ced/.</p> <p>Listed below are the competencies that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes:</p> <ol style="list-style-type: none"> 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.
<p>Verion Requirements:</p>	<p>Course Requirements: After successfully completing this course, the student will:</p>

- | | |
|--|---|
| | <ol style="list-style-type: none">1. Demonstrate competencies and skills from the subject area.2. List career or further study opportunities in the subject area.3. Demonstrate problem-solving skills related to, or use techniques in the subject area.4. Locate and use data related to the subject area.5. Exercise creativity related to the subject area.6. Communicate personal reactions to the subject area.7. Describe community resources related to the subject area. |
|--|---|



This document was generated by using CPALMS - www.cpalms.org

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

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4831.aspx>

BASIC INFORMATION

Course Title:	M/J Personal, Career, School Development Skills 3 & Career Planning
Course Number:	0500022
Course Abbreviated Title:	M/J PER/CAR/SCH3 C/P
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Exploratory and Experiential Education SubSubject: Experiential
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	<p>The purpose of this course is to provide students who have been designated as at-risk of dropping out of middle school with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of</p>

Course: M/J Exploratory Wheel 5- 0600040

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse2023.aspx>

BASIC INFORMATION

Course Title:	M/J Exploratory Wheel 5
Course Number:	0600040
Course Abbreviated Title:	M/J EXPLOR WHEEL 5
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Exploratory and Experiential Education SubSubject: Exploratory
Course length:	Semester (S)
Status:	State Board Approved
General Notes:	<p>The purpose of this course is to provide opportunities for improvement in student self-development through the study of specific subject areas. The content should include, but not be limited to the following:</p> <ul style="list-style-type: none">• exploration of basic principles, concepts, processes, and knowledge of subject areas to which the student is exposed• specific content based on selected intended outcomes from existing courses <p>Special Note: Course Descriptions are identical for all Exploratory Wheel courses.</p> <p>Districts are responsible for the creation of wheel courses tailored with regard to their student population; courses may be combined as desired to compose the exploratory wheel. Regardless of the length of the wheel, requirements 1-4 must be addressed along with the selected requirements from the subject area. Subject area requirements must contain only Next Generation Sunshine State</p>

	Standard and Common Core State Standard benchmarks 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.
Verion Requirements:	After successfully completing this course, the student will: <ol style="list-style-type: none">1. Demonstrate competencies and skills from the subject area.2. List career or further study opportunities in the subject area.3. Demonstrate problem-solving skills related to, or use techniques in the subject area.4. Locate and use data related to the subject area.5. Exercise creativity related to the subject area.6. Communicate personal reactions to the subject area.7. Describe community resources related to the subject area.



This document was generated by using CPALMS - www.cpalms.org

Course: M/J Exploratory Wheel 4- 0600030

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse2022.aspx>

BASIC INFORMATION

Course Title:	M/J Exploratory Wheel 4
Course Number:	0600030
Course Abbreviated Title:	M/J EXPLOR WHEEL 4
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Exploratory and Experiential Education SubSubject: Exploratory
Course length:	Semester (S)
Status:	State Board Approved
General Notes:	<p>The purpose of this course is to provide opportunities for improvement in student self-development through the study of specific subject areas. The content should include, but not be limited to the following:</p> <ul style="list-style-type: none">• exploration of basic principles, concepts, processes, and knowledge of subject areas to which the student is exposed• specific content based on selected intended outcomes from existing courses <p>Special Note: Course Descriptions are identical for all Exploratory Wheel courses.</p> <p>Districts are responsible for the creation of wheel courses tailored with regard to their student population; courses may be combined as desired to compose the exploratory wheel. Regardless of the length of the wheel, requirements 1-4 must be addressed along with the selected requirements from the subject area. Subject area requirements must contain only Next Generation Sunshine State</p>

	Standard and Common Core State Standard benchmarks 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.
Verion Requirements:	<p>After successfully completing this course, the student will:</p> <ol style="list-style-type: none"> 1. Demonstrate competencies and skills from the subject area. 2. List career or further study opportunities in the subject area. 3. Demonstrate problem-solving skills related to, or use techniques in the subject area. 4. Locate and use data related to the subject area. 5. Exercise creativity related to the subject area. 6. Communicate personal reactions to the subject area. 7. Describe community resources related to the subject area.



This document was generated by using CPALMS - www.cpalms.org

Course: M/J Exploratory Wheel 3- 0600020

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse2021.aspx>

BASIC INFORMATION

Course Title:	M/J Exploratory Wheel 3
Course Number:	0600020
Course Abbreviated Title:	M/J EXPLOR WHEEL 3
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Exploratory and Experiential Education SubSubject: Exploratory
Course length:	Semester (S)
Status:	State Board Approved
General Notes:	<p>The purpose of this course is to provide opportunities for improvement in student self-development through the study of specific subject areas. The content should include, but not be limited to the following:</p> <ul style="list-style-type: none">• exploration of basic principles, concepts, processes, and knowledge of subject areas to which the student is exposed• specific content based on selected intended outcomes from existing courses <p>Special Note: Course Descriptions are identical for all Exploratory Wheel courses.</p> <p>Districts are responsible for the creation of wheel courses tailored with regard to their student population; courses may be combined as desired to compose the exploratory wheel. Regardless of the length of the wheel, requirements 1-4 must be addressed along with the selected requirements from the subject area. Subject area requirements must contain only Next Generation Sunshine State</p>

	<p>Standard and Common Core State Standard benchmarks as appropriate. If the wheel is at least 18 weeks in length, all requirements of this framework must be addressed along with the selected requirements from the subject areas included.</p>
<p>Verion Requirements:</p>	<p>Course Requirements: After successfully completing this course, the student will:</p> <ol style="list-style-type: none"> 1. Demonstrate competencies and skills from the subject area. 2. List career or further study opportunities in the subject area. 3. Demonstrate problem-solving skills related to, or use techniques in the subject area. 4. Locate and use data related to the subject area. 5. Exercise creativity related to the subject area. 6. Communicate personal reactions to the subject area. 7. Describe community resources related to the subject area.



This document was generated by using CPALMS - www.cpalms.org

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.

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. For additional information on the Middle School Career and Education Planning course, go to <http://www.fldoe.org/workforce/ced/>.

Listed below are the competencies that must be met to satisfy the requirements of Section 1003.4156, 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.

	<p>3.0 Identify and demonstrate processes for making short and long term goals.</p> <p>4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills.</p> <p>5.0 Understand the relationship between educational achievement and career choices/postsecondary options.</p> <p>6.0 Identify a career cluster and related pathways that match career and education goals.</p> <p>7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.</p> <p>8.0 Demonstrate knowledge of technology and its application in career fields/clusters.</p>
--	--

STANDARDS (29)

<u>(Florida: HE.8.B.5.2)</u> <u>(adopted 5/2013):</u>	<p>Categorize healthy and unhealthy alternatives to health-related issues or problems.</p> <p>Remarks/Examples</p> <p>(Alcohol consumption, sleep requirements, physical activity, and time management.)</p>
<u>HE.8.B.4.1:</u>	<p>Illustrate skills necessary for effective communication with family, peers, and others to enhance health.</p> <p>Remarks/Examples</p> <p>Refusal skills, nonverbal communication, asking questions, "I" messages, assertiveness, negotiation, and making requests.</p>
<u>HE.8.B.4.3:</u>	<p>Examine the possible causes of conflict among youth in schools and communities.</p>

	<p>Remarks/Examples</p> <p>Relationships, territory, jealousy, and gossip/rumors.</p>
<u>HE.8.B.4.4:</u>	<p>Compare and contrast ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Remarks/Examples</p> <p>Compare responses, passive vs. assertive, written vs. spoken, and anonymous vs. face-to-face.</p>
<u>HE.8.B.5.1:</u>	<p>Determine when health-related situations require the application of a thoughtful prepared plan of action.</p> <p>Remarks/Examples</p> <p>Consumption of alcohol, sexual situations, use of marijuana, prescription-drug abuse, and dating violence.</p>
<u>HE.8.B.5.4:</u>	<p>Distinguish when individual or collaborative decision-making is appropriate.</p> <p>Remarks/Examples</p> <p>Pressure to consume alcohol, self-injury, weight management, sexual activity, and mental-health issues.</p>
<u>HE.8.C.1.2:</u>	<p>Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual.</p> <p>Remarks/Examples</p> <p>Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.</p>
<u>HE.8.C.1.3:</u>	<p>Predict how environmental factors affect personal health.</p> <p>Remarks/Examples</p> <p>Heat index, air/water quality, street lights and signs, bullying, gangs, and weapons in the community.</p>
<u>HE.8.C.2.1:</u>	<p>Assess the role of family health beliefs on the health of adolescents.</p> <p>Remarks/Examples</p> <p>Alternative medical care, family religious beliefs, and importance of</p>

Course: M/J Exploratory Wheel 1- 0600000

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse2017.aspx>

BASIC INFORMATION

Course Title:	M/J Exploratory Wheel 1
Course Number:	0600000
Course Abbreviated Title:	M/J EXPLOR WHEEL 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Exploratory and Experiential Education SubSubject: Exploratory
Course length:	Semester (S)
Status:	State Board Approved
General Notes:	<p>The purpose of this course is to provide opportunities for improvement in student self-development through the study of specific subject areas. The content should include, but not be limited to the following:</p> <ul style="list-style-type: none">• exploration of basic principles, concepts, processes, and knowledge of subject areas to which the student is exposed• specific content based on selected intended outcomes from existing courses <p>Special Note: Course Descriptions are identical for all Exploratory Wheel courses.</p> <p>Districts are responsible for the creation of wheel courses tailored with regard to their student population; courses may be combined as desired to compose the exploratory wheel. Regardless of the length of the wheel, requirements 1-4 must be addressed along with the selected requirements from the subject area. Subject area requirements must contain only Next Generation Sunshine State Standard and Common Core State Standard benchmarks as</p>

	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.
Version Requirements:	After successfully completing this course, the student will: <ol style="list-style-type: none">1. Demonstrate competencies and skills from the subject area.2. List career or further study opportunities in the subject area.3. Demonstrate problem-solving skills related to, or use techniques in the subject area.4. Locate and use data related to the subject area.5. Exercise creativity related to the subject area.6. Communicate personal reactions to the subject area.7. Describe community resources related to the subject area.



This document was generated by using CPALMS - www.cpalms.org

	physical activity.
<u>HE.8.C.2.2:</u>	<p>Assess how the health beliefs of peers may influence adolescent health.</p> <p>Remarks/Examples</p> <p>Drug-use myths, perception of healthy body composition, and perceived benefits of energy drinks.</p>
<u>HE.8.C.2.7:</u>	<p>Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p>Remarks/Examples</p> <p>Medical procedures such as male circumcision, sexual abstinence, and prescription drug-use.</p>
<u>HE.8.P.7.2:</u>	<p>Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.</p> <p>Remarks/Examples</p> <p>Participate in various physical activities, foster healthy relationships, set healthy goals, make healthy food choices, and practice Internet safety, resist negative peer pressure, get adequate sleep, and engage in respectful equality-based relationships.</p>
<u>LACC.68.RST.3.7:</u>	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
<u>LACC.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.8.L.1.1:</u>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and

	mood.
<u>LACC.8.L.2.3:</u>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>
<u>LACC.8.RI.3.7:</u>	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
<u>LACC.8.RI.3.8:</u>	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
<u>LACC.8.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
<u>LACC.8.SI.2.4:</u>	Present claims and findings, emphasizing salient points in a focused,

	coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>LACC.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>LACC.8.W.1.1b:</u>	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
<u>LACC.8.W.2.6:</u>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
<u>LACC.8.W.3.9:</u>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
<u>MACC.K12.MP.1.1:</u>	<p>Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they</p>

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

	<p>They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
<p><u>PE.8.R.5.1:</u></p>	<p>List ways to act independently of peer pressure during physical activities.</p>
<p><u>PE.8.R.6.1:</u></p>	<p>Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.</p>



This document was generated by using CPALMS - www.cpalms.org

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

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3877.aspx>

BASIC INFORMATION

Course Title:	M/J Personal, Career, and School Development Skills 3
Course Number:	0500020
Course Abbreviated Title:	M/J PERS CAR SCH 3
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Exploratory and Experiential Education SubSubject: Experiential
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	<p>The purpose of this course is to provide students who have been designated as at-risk of dropping out of middle school with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.</p>

	<p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> • knowledge of self and others • development of positive attitudes • family relationships • peer pressure • individual responsibility • goal setting • time management • decision making • problem solving • leadership skills • life management skills • employability skills • career planning <p>Special notes: This course may be used for dropout prevention.</p>
--	--

STANDARDS (27)

<p><u>HE.8.B.5 Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</u></p>	
<p><u>(Florida: HE.8.B.5.2) (adopted 5/2013) :</u></p>	<p>Categorize healthy and unhealthy alternatives to health-related issues or problems. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Decision Making - Demonstrate the ability to use decision-making skills to enhance health. Remarks/Examples (Alcohol consumption, sleep requirements, physical activity, and time management.)</p>
<p><u>HE.8.B.5.4 :</u></p>	<p>Distinguish when individual or collaborative decision-making is appropriate.</p>

	<p>Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Decision Making - Demonstrate the ability to use decision-making skills to enhance health. Remarks/Examples</p> <hr/> <p>Pressure to consume alcohol, self-injury, weight management, sexual activity, and mental-health issues.</p>
<p><u>HE.8.B.5.5 :</u></p>	<p>Evaluate the outcomes of a health-related decision. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Decision Making - Demonstrate the ability to use decision-making skills to enhance health. Remarks/Examples</p> <hr/> <p>Addiction from alcohol consumption, brain damage from inhalant use, pregnancy from sexual activity, and weight management from proper nutrition.</p>

[HE.8.B.4 Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks](#)

<p><u>HE.8.B.4.1 :</u></p>	<p>Illustrate skills necessary for effective communication with family, peers, and others to enhance health. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks Remarks/Examples</p> <hr/> <p>Refusal skills, nonverbal communication, asking questions, “I” messages, assertiveness, negotiation, and making requests.</p>
<p><u>HE.8.B.4.3 :</u></p>	<p>Examine the possible causes of conflict among youth in schools and communities. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks Remarks/Examples</p> <hr/> <p>Relationships, territory, jealousy, and gossip/rumors.</p>

[HE.8.C.1 Core Concepts - Comprehend concepts related to health promotion and disease](#)

prevention to enhance health.

HE.8.C.1.2 :

Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual.
Cognitive Complexity: N/A | Date Adopted or Revised: N/A
Belongs to: [Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.](#)

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.
Cognitive Complexity: N/A | Date Adopted or Revised: N/A
Belongs to: [Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.](#)

Remarks/Examples

Heat index, air/water quality, street lights and signs, bullying, gangs, and weapons in the community.

HE.8.C.2 Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

HE.8.C.2.1 :

Assess the role of family health beliefs on the health of adolescents.
Cognitive Complexity: N/A | Date Adopted or Revised: 04/13
Belongs to: [Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)

Remarks/Examples

Alternative medical care, family religious beliefs, and importance of physical activity.

HE.8.C.2.2 :

Assess how the health beliefs of peers may influence adolescent health.
Cognitive Complexity: N/A | Date Adopted or Revised: 04/13
Belongs to: [Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)

Remarks/Examples

Drug-use myths, perception of healthy body composition, and perceived benefits of energy drinks.

[HE.8.P.7 Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.](#)

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

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

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.](#)

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.

[LACC.68.RST.3 Integration of Knowledge and Ideas](#)

[LACC.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).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Integration of Knowledge and Ideas](#)

[LACC.68.WHST.2 Production and Distribution of Writing](#)

[LACC.68.WHST.2.4 :](#)

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

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Production and Distribution of Writing](#)

[LACC.8.L.1 Conventions of Standard English](#)

[LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Conventions of Standard English](#)

[PE.8.R.5 Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.](#)

[PE.8.R.5.1 :](#)

List ways to act independently of peer pressure during physical activities.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.](#)

[LACC.8.L.2 Knowledge of Language](#)

[LACC.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).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Knowledge of Language](#)

[LACC.8.RI.3 Integration of Knowledge and Ideas](#)

[LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

	Adopted or Revised: 12/10 Belongs to: Integration of Knowledge and Ideas
--	---

<u>LACC.8.RI.3.8 :</u>	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Integration of Knowledge and Ideas
-------------------------------	--

LACC.8.SL.1 Comprehension and Collaboration

<u>LACC.8.SL.1.1 :</u>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 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 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. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration
-------------------------------	---

LACC.8.SL.2 Presentation of Knowledge and Ideas

<u>LACC.8.SL.2.4 :</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date
-------------------------------	--

Adopted or Revised: 12/10
Belongs to: [Presentation of Knowledge and Ideas](#)

LACC.8.W.1 Text Types and Purposes

LACC.8.W.1.1a :

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

Cognitive Complexity: 0 | Date Adopted or Revised: 0
Belongs to: [Text Types and Purposes](#)

LACC.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.

Cognitive Complexity: 0 | Date Adopted or Revised: 0
Belongs to: [Text Types and Purposes](#)

LACC.8.W.2 Production and Distribution of Writing

LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Production and Distribution of Writing](#)

LACC.8.W.3 Research to Build and Present Knowledge

LACC.8.W.3.9 :

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

- 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”).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Research to Build and Present Knowledge](#)

[MACC.K12.MP.1 Make sense of problems and persevere in solving them.](#)

[MACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Make sense of problems and persevere in solving them.](#)

[MACC.K12.MP.3 Construct viable arguments and critique the reasoning of others.](#)

[MACC.K12.MP.3.1 :](#)

Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their

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

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Construct viable arguments and critique the reasoning of others.](#)

MACC.K12.MP.6 Attend to precision.

MACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Attend to precision.](#)

[PE.8.R.6 Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.](#)

[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.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.](#)



This document was generated by using CPALMS - www.cpalms.org

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

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3876.aspx>

BASIC INFORMATION

Course Title:	M/J Personal, Career, School Development Skills 2 & Career Planning
Course Number:	0500012
Course Abbreviated Title:	M/J PER/CAR/SCH2 C/P
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Exploratory and Experiential Education SubSubject: Experiential
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	<p>The purpose of this course is to provide students who have been designated as at-risk of dropping out of middle school with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of</p>

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. 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. For additional information on the Middle School Career and Education Planning course, go to <http://www.fldoe.org/workforce/ced/>.

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.

	<ol style="list-style-type: none"> 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.
--	--

STANDARDS (26)

<p><u>HE.7.B.4 Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</u></p>	
<p><u>HE.7.B.4.3 :</u></p>	<p>Articulate the possible causes of conflict among youth in schools and communities.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A</p> <p>Belongs to: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</p> <p>Remarks/Examples</p> <p>Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.</p>
<p><u>HE.7.B.5 Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</u></p>	
<p><u>HE.7.B.5.2 :</u></p>	<p>Select healthy alternatives over unhealthy alternatives when making a decision.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A</p> <p>Belongs to: Decision Making - Demonstrate the ability to use decision-making</p>

	<p>skills to enhance health.</p> <p>Remarks/Examples</p> <p>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>Cognitive Complexity: N/A Date Adopted or Revised: N/A</p> <p>Belongs to: Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</p> <p>Remarks/Examples</p> <p>Over-the-counter drug use, harassment, gang involvement; and can the outcome result in harm or loss of life?</p>
<p>HE.7.B.5.5 :</p>	<p>Predict the short and long-term consequences of engaging in health-risk behaviors.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A</p> <p>Belongs to: Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</p> <p>Remarks/Examples</p> <p>Driving under the influence, lack of exercise, and poor diet.</p>
<p>HE.7.C.1 Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</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>Cognitive Complexity: N/A Date Adopted or Revised: N/A</p> <p>Belongs to: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Remarks/Examples</p> <p>Teen pregnancy, caloric balance, time management, and conflict resolution.</p>
<p>HE.7.C.1.3 :</p>	<p>Analyze how environmental factors affect personal health.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A</p> <p>Belongs to: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Remarks/Examples</p>

Food refrigeration, appropriate home heating and cooling, air/water quality, and garbage/trash collection.

[HE.7.C.2 Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)

[HE.7.C.2.1 :](#)

Examine how family health behaviors influence health of adolescents.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)

Remarks/Examples

Family meals together, smoking in home, alcohol consumption by family members, and mental illness in the family.

[HE.7.C.2.2 :](#)

Examine how peers may influence the health behaviors of adolescents.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)

Remarks/Examples

Modeling self-confidence, trying new food, prejudices, modeling unhealthy/violent behavior, and pressure to smoke and drink.

[HE.7.P.7 Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.](#)

[HE.7.P.7.2 :](#)

Experiment with behaviors that will maintain or improve personal health and reduce health risks.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.](#)

Remarks/Examples

Peer-refusal skills, problem-solving skills, and engaging in respectful equality-based relationships.

[LACC.68.RST.3 Integration of Knowledge and Ideas](#)

LACC.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).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Integration of Knowledge and Ideas](#)

LACC.68.WHST.2 Production and Distribution of Writing

LACC.68.WHST.2.4 :

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

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Production and Distribution of Writing](#)

LACC.7.L.1 Conventions of Standard English

LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Conventions of Standard English](#)

LACC.7.L.2 Knowledge of Language

LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Knowledge of Language](#)

[LACC.7.RI.3 Integration of Knowledge and Ideas](#)

[LACC.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).

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Integration of Knowledge and Ideas](#)

[LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Integration of Knowledge and Ideas](#)

[LACC.7.SL.1 Comprehension and Collaboration](#)

[LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10
Belongs to: [Comprehension and Collaboration](#)

[LACC.7.SL.2 Presentation of Knowledge and Ideas](#)

[LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Presentation of Knowledge and Ideas](#)

[LACC.7.W.1 Text Types and Purposes](#)

[LACC.7.W.1.1a :](#)

Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

Cognitive Complexity: 0 | Date Adopted or Revised: 0
Belongs to: [Text Types and Purposes](#)

[LACC.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.

Cognitive Complexity: 0 | Date Adopted or Revised: 0
Belongs to: [Text Types and Purposes](#)

[LACC.7.W.2 Production and Distribution of Writing](#)

[LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Production and Distribution of Writing](#)

[LACC.7.W.3 Research to Build and Present Knowledge](#)

[LACC.7.W.3.9 :](#)

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

- 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”).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Research to Build and Present Knowledge](#)

[PE.7.R.5 Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.](#)

[PE.7.R.5.1 :](#)

Identify situations in which peer pressure could negatively impact one's own behavior choices.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.](#)

[PE.7.R.6 Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.](#)

[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.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.](#)

[MACC.K12.MP.1 Make sense of problems and persevere in solving them.](#)

[MACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Make sense of problems and persevere in solving them.](#)

MACC.K12.MP.3 Construct viable arguments and critique the reasoning of others.

MACC.K12.MP.3.1 :

Construct viable arguments and critique the reasoning of others.

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

others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Construct viable arguments and critique the reasoning of others.](#)

MACC.K12.MP.6 Attend to precision.

MACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Attend to precision.](#)



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

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3873.aspx>

BASIC INFORMATION

Course Title:	M/J Personal, Career, and School Development Skills 2
Course Number:	0500010
Course Abbreviated Title:	M/J PERS CAR SCH 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Exploratory and Experiential Education SubSubject: Experiential
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	<p>The purpose of this course is to provide students who have been designated as at-risk of dropping out of middle school with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.</p>

	<p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> • knowledge of self and others • development of positive attitudes • family relationships • peer pressure • individual responsibility • goal setting • time management • decision making • problem solving • leadership skills • life management skills • employability skills • career planning <p>Special note: This course may be used for dropout prevention.</p>
--	---

STANDARDS (26)

<p><u>HE.7.B.4 Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</u></p>	
<p><u>HE.7.B.4.3 :</u></p>	<p>Articulate the possible causes of conflict among youth in schools and communities.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A</p> <p>Belongs to: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</p> <p>Remarks/Examples</p> <p>Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.</p>

[HE.7.B.5 Decision Making - Demonstrate the ability to use decision-making skills to enhance health.](#)

HE.7.B.5.2 :

Select healthy alternatives over unhealthy alternatives when making a decision.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Decision Making - Demonstrate the ability to use decision-making skills to enhance health.](#)

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.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Decision Making - Demonstrate the ability to use decision-making skills to enhance health.](#)

Remarks/Examples

Over-the-counter drug use, harassment, gang involvement; and can the outcome result in harm or loss of life?

HE.7.B.5.5 :

Predict the short and long-term consequences of engaging in health-risk behaviors.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Decision Making - Demonstrate the ability to use decision-making skills to enhance health.](#)

Remarks/Examples

Driving under the influence, lack of exercise, and poor diet.

[HE.7.C.1 Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.](#)

HE.7.C.1.1 :

Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.](#)

Remarks/Examples

Teen pregnancy, caloric balance, time management, and conflict resolution.

HE.7.C.1.3 :

Analyze how environmental factors affect personal health.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.](#)

Remarks/Examples

Food refrigeration, appropriate home heating and cooling, air/water quality, and garbage/trash collection.

HE.7.C.2 Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

HE.7.C.2.1 :

Examine how family health behaviors influence health of adolescents.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)

Remarks/Examples

Family meals together, smoking in home, alcohol consumption by family members, and mental illness in the family.

HE.7.C.2.2 :

Examine how peers may influence the health behaviors of adolescents.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)

Remarks/Examples

Modeling self-confidence, trying new food, prejudices, modeling unhealthy/violent behavior, and pressure to smoke and drink.

HE.7.P.7 Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.

HE.7.P.7.2 :

Experiment with behaviors that will maintain or improve personal health and reduce health risks.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.](#)

Remarks/Examples

Peer-refusal skills, problem-solving skills, and engaging in respectful equality-based relationships.

[LACC.68.RST.3 Integration of Knowledge and Ideas](#)

[LACC.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).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Integration of Knowledge and Ideas](#)

[LACC.68.WHST.2 Production and Distribution of Writing](#)

[LACC.68.WHST.2.4 :](#)

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

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Production and Distribution of Writing](#)

[LACC.7.L.1 Conventions of Standard English](#)

[LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Conventions of Standard English](#)

[LACC.7.L.2 Knowledge of Language](#)

[LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Knowledge of Language](#)

[LACC.7.RI.3 Integration of Knowledge and Ideas](#)

[LACC.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).

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Integration of Knowledge and Ideas](#)

[LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Integration of Knowledge and Ideas](#)

[LACC.7.SL.1 Comprehension and Collaboration](#)

[LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.7.SL.2 Presentation of Knowledge and Ideas](#)

[LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

[LACC.7.W.1 Text Types and Purposes](#)

[LACC.7.W.1.1a :](#)

Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

Cognitive Complexity: 0 | Date Adopted or Revised: 0

Belongs to: [Text Types and Purposes](#)

[LACC.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.

Cognitive Complexity: 0 | Date Adopted or Revised: 0

Belongs to: [Text Types and Purposes](#)

[LACC.7.W.2 Production and Distribution of Writing](#)

[LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Production and Distribution of Writing](#)

[LACC.7.W.3 Research to Build and Present Knowledge](#)

[LACC.7.W.3.9 :](#)

Draw evidence from literary or informational texts to support

analysis, reflection, and research.

- 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”).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Research to Build and Present Knowledge](#)

[PE.7.R.5 Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.](#)

[PE.7.R.5.1 :](#)

Identify situations in which peer pressure could negatively impact one's own behavior choices.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.](#)

[PE.7.R.6 Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.](#)

[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.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.](#)

[MACC.K12.MP.1 Make sense of problems and persevere in solving them.](#)

[MACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Make sense of problems and persevere in solving them.](#)

MACC.K12.MP.3 Construct viable arguments and critique the reasoning of others.

MACC.K12.MP.3.1 :

Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—

explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Construct viable arguments and critique the reasoning of others.](#)

MACC.K12.MP.6 Attend to precision.

MACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Attend to precision.](#)



This document was generated by using CPALMS - www.cpalms.org

	family rules, family's diet and physical activity, and family modeling relationship behaviors.
<u>HE.6.C.2.2 :</u>	<p>Examine how peers influence the health of adolescents. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Remarks/Examples</p> <p>Conflict resolution skills, reproductive-health misinformation, and spreading rumors.</p>

HE.6.P.7 Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.

<u>HE.6.P.7.2 :</u>	<p>Write about healthy practices and behaviors that will maintain or improve personal health and reduce health risks. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself. Remarks/Examples</p> <p>Hygiene, healthy relationship skills, sleep, fitness, influences of advertising, internet safety, and avoidance of substance abuse including inhalants.</p>
----------------------------	---

LACC.6.L.1 Conventions of Standard English

<u>LACC.6.L.1.1 :</u>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use
------------------------------	--

strategies to improve expression in conventional language.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Conventions of Standard English](#)

[LACC.6.L.2 Knowledge of Language](#)

[LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Knowledge of Language](#)

[LACC.6.RI.3 Integration of Knowledge and Ideas](#)

[LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Integration of Knowledge and Ideas](#)

[LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Integration of Knowledge and Ideas](#)

[PE.6.R.5 Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.](#)

[PE.6.R.5.1 :](#)

List ways that peer pressure can be positive and negative.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13
Belongs to: [Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.](#)

[PE.6.R.6 Value physical activity for health, enjoyment, challenge, self-expression, and/or](#)

social interaction.

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.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.](#)

LACC.6.SL.1 Comprehension and Collaboration

LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.6.SL.2 Presentation of Knowledge and Ideas

LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

[LACC.6.W.1 Text Types and Purposes](#)

[LACC.6.W.1.1a :](#)

Introduce claim(s) and organize the reasons and evidence clearly.
Cognitive Complexity: 0 | Date Adopted or Revised: 0
Belongs to: [Text Types and Purposes](#)

[LACC.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.
Cognitive Complexity: 0 | Date Adopted or Revised: 0
Belongs to: [Text Types and Purposes](#)

[LACC.6.W.2 Production and Distribution of Writing](#)

[LACC.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.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Production and Distribution of Writing](#)

[LACC.6.W.3 Research to Build and Present Knowledge](#)

[LACC.6.W.3.9 :](#)

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

- 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”).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Research to Build and Present Knowledge](#)

[LACC.68.RST.3 Integration of Knowledge and Ideas](#)

LACC.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).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Integration of Knowledge and Ideas](#)

LACC.68.WHST.2 Production and Distribution of Writing

LACC.68.WHST.2.4 :

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

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Production and Distribution of Writing](#)

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

MACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Make sense of problems and persevere in solving them.](#)

[MACC.K12.MP.3 Construct viable arguments and critique the reasoning of others.](#)

[MACC.K12.MP.3.1 :](#)

Construct viable arguments and critique the reasoning of others.

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

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Construct viable arguments and critique the reasoning of others.](#)

[MACC.K12.MP.6 Attend to precision.](#)

[MACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Attend to precision.](#)



This document was generated by using CPALMS - www.cpalms.org

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

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3869.aspx>

BASIC INFORMATION

Course Title:	M/J Personal, Career, and School Development Skills 1
Course Number:	0500000
Course Abbreviated Title:	M/J PERS CAR SCH 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Exploratory and Experiential Education SubSubject: Experiential
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	<p>The purpose of this course is to provide students who have been designated as at-risk of dropping out of middle school with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.</p>

	<p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> • knowledge of self and others • development of positive attitudes • family relationships • peer pressure • individual responsibility • goal setting • time management • decision making • problem solving • leadership skills • life management skills • employability skills • career planning <p>Special note: This course may be used for dropout prevention.</p>
--	---

STANDARDS (25)

<p><u>HE.6.B.4 Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</u></p>			
<p><u>HE.6.B.4.3 :</u></p>	<p>Demonstrate effective conflict-management and/or resolution strategies.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A</p> <p>Belongs to: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</p> <p>Remarks/Examples</p> <table border="1" style="width: 100%;"> <tr> <td>Talk to an adult, anger management, and conflict mediation.</td> </tr> <tr> <td> </td> </tr> </table>	Talk to an adult, anger management, and conflict mediation.	
Talk to an adult, anger management, and conflict mediation.			
<p><u>HE.6.B.5 Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</u></p>			

HE.6.B.5.2 :

Choose healthy alternatives over unhealthy alternatives when making a decision.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Decision Making - Demonstrate the ability to use decision-making skills to enhance health.](#)

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.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Decision Making - Demonstrate the ability to use decision-making skills to enhance health.](#)

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.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Decision Making - Demonstrate the ability to use decision-making skills to enhance health.](#)

Remarks/Examples

Prescription drug use/abuse, eating disorders, depression, and sexual behavior.

HE.6.C.1 Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.

HE.6.C.1.3 :

Identify environmental factors that affect personal health.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.](#)

Remarks/Examples

Air and water quality, availability of sidewalks, contaminated food, and road hazards.

HE.6.C.2 Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

HE.6.C.2.1 :

Examine how family influences the health of adolescents.
Cognitive Complexity: N/A | Date Adopted or Revised: 04/13
Belongs to: [Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)

Remarks/Examples

Controls for media viewing and social networking, consistent family rules, family's diet and physical activity, and family modeling relationship behaviors.

HE.6.C.2.2 :

Examine how peers influence the health of adolescents.
Cognitive Complexity: N/A | Date Adopted or Revised: 04/13
Belongs to: [Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)

Remarks/Examples

Conflict resolution skills, reproductive-health misinformation, and spreading rumors.

HE.6.P.7 Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.

HE.6.P.7.2 :

Write about healthy practices and behaviors that will maintain or improve personal health and reduce health risks.
Cognitive Complexity: N/A | Date Adopted or Revised: N/A
Belongs to: [Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.](#)

Remarks/Examples

Hygiene, healthy relationship skills, sleep, fitness, influences of advertising, internet safety, and avoidance of substance abuse including inhalants.

LACC.6.L.1 Conventions of Standard English

LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
 Belongs to: [Conventions of Standard English](#)

LACC.6.L.2 Knowledge of Language

LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
 Belongs to: [Knowledge of Language](#)

LACC.6.RI.3 Integration of Knowledge and Ideas

LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
 Belongs to: [Integration of Knowledge and Ideas](#)

LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
 Belongs to: [Integration of Knowledge and Ideas](#)

PE.6.R.5 Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.

PE.6.R.5.1 :

List ways that peer pressure can be positive and negative.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.](#)

PE.6.R.6 Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

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.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.](#)

LACC.6.SL.1 Comprehension and Collaboration

LACC.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.

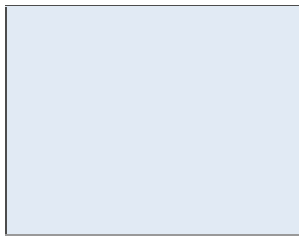
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.6.SL.2 Presentation of Knowledge and Ideas

LACC.6.SL.2.4 :

Present claims and findings, sequencing ideas logically and using

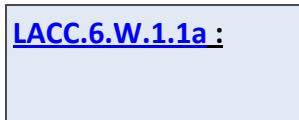


pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

LACC.6.W.1 Text Types and Purposes

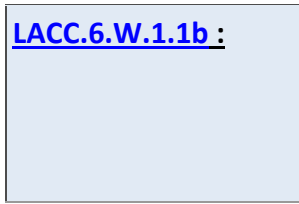


LACC.6.W.1.1a :

Introduce claim(s) and organize the reasons and evidence clearly.

Cognitive Complexity: 0 | Date Adopted or Revised: 0

Belongs to: [Text Types and Purposes](#)



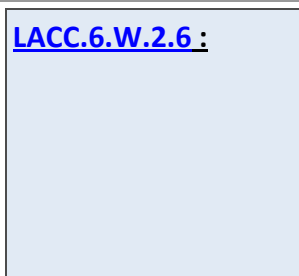
LACC.6.W.1.1b :

Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

Cognitive Complexity: 0 | Date Adopted or Revised: 0

Belongs to: [Text Types and Purposes](#)

LACC.6.W.2 Production and Distribution of Writing



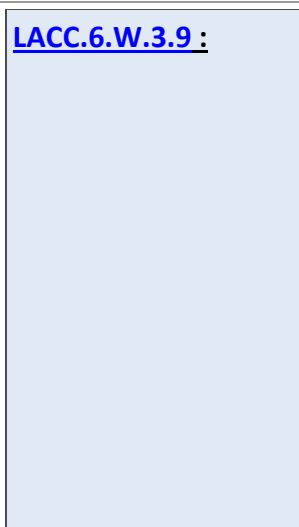
LACC.6.W.2.6 :

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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Production and Distribution of Writing](#)

LACC.6.W.3 Research to Build and Present Knowledge



LACC.6.W.3.9 :

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

- 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”).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Research to Build and Present Knowledge](#)

[LACC.68.RST.3 Integration of Knowledge and Ideas](#)

[LACC.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).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Integration of Knowledge and Ideas](#)

[LACC.68.WHST.2 Production and Distribution of Writing](#)

[LACC.68.WHST.2.4 :](#)

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

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Production and Distribution of Writing](#)

[MACC.K12.MP.1 Make sense of problems and persevere in solving them.](#)

[MACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Make sense of problems and persevere in solving them.](#)

MACC.K12.MP.3 Construct viable arguments and critique the reasoning of others.

MACC.K12.MP.3.1 :

Construct viable arguments and critique the reasoning of others.

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

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Construct viable arguments and critique the reasoning of others.](#)

[MACC.K12.MP.6 Attend to precision.](#)

[MACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Attend to precision.](#)



This document was generated by using CPALMS - www.cpalms.org

Course: M/J Dance 1- 0300000

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3812.aspx>

BASIC INFORMATION

Course Title:	M/J Dance 1
Course Number:	0300000
Course Abbreviated Title:	M/J DANCE 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Dance SubSubject: General
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
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.

STANDARDS (40)

In addition to the listed benchmarks and standards, the following mathematical practices

are required content:

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

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

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

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

LACC.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.

[DA.68.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

[DA.68.C.1.2 :](#)

Process, sequence, and demonstrate new material quickly and accurately with energy, expression, and clarity.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., in a classroom, master class, rehearsal, audition

[DA.68.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

[DA.68.C.2.1 :](#)

Solve challenges in technique and composition by visualizing and applying creative solutions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

[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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

Remarks/Examples

e.g., self, peer, teacher

[DA.68.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and](#)

encourage innovation and creative risk-taking.

DA.68.F.1.3 :

Practice creative risk-taking through dance improvisation and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

DA.68.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

DA.68.F.2.1 :

Explain the roles of dance production personnel.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., choreographer, producer, stage manager, ticket sales

DA.68.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

DA.68.F.3.4 :

Maintain documentation of dance-related activities, including a repertory sheet, to prepare for résumé-writing.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

DA.68.F.3.5 :

Describe basic functions of skeletal and muscular systems.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

DA.68.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

DA.68.H.1.3 :

Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

	Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).
	Remarks/Examples
	e.g., production design, costume design, performance recordings, music licensing

[DA.68.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

<u>DA.68.H.2.2 :</u>	Compare the roles of dance in various cultures. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.
	Remarks/Examples
	e.g., celebratory, storytelling, social, spiritual

[DA.68.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

<u>DA.68.H.3.3 :</u>	Use knowledge of the body, acquired in dance, science, and/or physical education, to improve health and strength. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.
---	--

<u>DA.68.H.3.5 :</u>	Practice using world languages and accurate dance terminology suitable to each dance genre. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.
---	--

[DA.68.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

<u>DA.68.O.1.1 :</u>	Compare characteristics of two dance forms. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
	Remarks/Examples
	e.g., modern/jazz, ballet/Bharata Natyam, West African/Capoeira

Course: M/J Technical Theatre: Design and Production- 0400110

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3978.aspx>

BASIC INFORMATION

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

STANDARDS (31)

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

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

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

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

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

LACC.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.

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

[LACC.6.SL.1 Comprehension and Collaboration](#)

[LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.6.SL.2 Presentation of Knowledge and Ideas](#)

[LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

[LACC.6.SL.2.5 :](#)

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10
Belongs to: [Presentation of Knowledge and Ideas](#)

LACC.68.RST.1 Key Ideas and Details

LACC.68.RST.1.3 :

Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Key Ideas and Details](#)

LACC.68.RST.2 Craft and Structure

LACC.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.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Craft and Structure](#)

LACC.68.WHST.2 Production and Distribution of Writing

LACC.68.WHST.2.4 :

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Production and Distribution of Writing](#)

LACC.68.WHST.3 Research to Build and Present Knowledge

LACC.68.WHST.3.9 :

Draw evidence from informational texts to support analysis, reflection, and research.
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Research to Build and Present Knowledge](#)

TH.68.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

TH.68.C.1.3 :

Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

TH.68.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

TH.68.C.2.1 :

Use group-generated criteria to critique others and help strengthen each other's performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

TH.68.C.2.3 :

Ask questions to understand a peer's artistic choices for a performance or design.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

TH.68.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

TH.68.C.3.1 :

Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

Remarks/Examples

e.g., color, texture, shape, form, sound

TH.68.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

TH.68.F.3.1 :

Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

Remarks/Examples

e.g., royalties, copies, changing text

TH.68.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

TH.68.H.1.5 :

Describe one's own personal responses to a theatrical work and show respect for the responses of others.

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
--	---

[TH.68.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

<u>TH.68.H.2.5 :</u>	<p>Compare decorum, environments, and manners from a variety of cultures and historical periods to discover and influence historical acting styles and design choices. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
-----------------------------	--

<u>TH.68.H.2.6 :</u>	<p>Describe historical and cultural influences leading to changes in theatre performance spaces and technology. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p> <p>Remarks/Examples</p> <table border="1" style="width: 100%;"> <tr> <td>e.g., indoor theatres, proscenium, gas lighting, computers</td> </tr> </table>	e.g., indoor theatres, proscenium, gas lighting, computers
e.g., indoor theatres, proscenium, gas lighting, computers		

<u>TH.68.H.2.8 :</u>	<p>Identify and describe theatrical resources in the community, including professional and community theatres, experts, and sources of scripts and materials. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
-----------------------------	---

[TH.68.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

<u>TH.68.H.3.1 :</u>	<p>Identify principles and techniques that are shared between the arts and other content areas. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p> <p>Remarks/Examples</p> <table border="1" style="width: 100%;"> <tr> <td>e.g., art elements, writing styles, science and math principles</td> </tr> </table>	e.g., art elements, writing styles, science and math principles
e.g., art elements, writing styles, science and math principles		

<u>TH.68.H.3.2 :</u>	<p>Read plays from a variety of genres and styles and compare how common themes are expressed in various art forms. Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p>
-----------------------------	---

	Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.
<u>TH.68.H.3.3 :</u>	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.
<u>TH.68.H.3.5 :</u>	Describe how social skills learned through play participation are used in other classroom and extracurricular activities. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields. Remarks/Examples e.g., cooperation, communication, collaboration
<u>TH.68.H.3.6 :</u>	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.
<u>TH.68.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</u>	
<u>TH.68.O.1.2 :</u>	Discuss how color, line, shape, and texture are used to show emotion in technical theatre elements. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process. Remarks/Examples e.g., costume, scenery, lighting
<u>TH.68.O.1.3 :</u>	Explain the impact of choices made by directors, designers, and actors on audience understanding. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
<u>TH.68.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</u>	

TH.68.O.2.1 :

Diagram the major parts of a play and their relationships to each other.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

TH.68.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

TH.68.O.3.1 :

Compare theatre and its elements and vocabulary to other art forms.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

TH.68.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

TH.68.S.1.3 :

Describe criteria for the evaluation of dramatic texts, performances, direction, and production elements.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

TH.68.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

TH.68.S.2.1 :

Discuss the value of collaboration in theatre and work together to create a theatrical production.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence](#)

	information.
<u>TH.68.S.2.3 :</u>	Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.



This document was generated by using CPALMS - www.cpalms.org

Course: M/J Theatre 4- 0400030

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3976.aspx>

BASIC INFORMATION

Course Title:	M/J Theatre 4
Course Number:	0400030
Course Abbreviated Title:	M/J THEATRE 4
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Drama - Theatre Arts SubSubject: General
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students study advanced acting, theatre history, and dramatic literature and read and write scenes and plays. Students' work brings together all facets of a theatre production, combining performance and technical theatre skills through collaboration on a variety of classroom and/or school productions. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

STANDARDS (52)

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

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

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

LACC.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.

[LACC.68.RST.2 Craft and Structure](#)

[LACC.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.
 Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
 Belongs to: [Craft and Structure](#)

[LACC.68.WHST.3 Research to Build and Present Knowledge](#)

[LACC.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.
 Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
 Belongs to: [Research to Build and Present Knowledge](#)

[LACC.8.RL.2 Craft and Structure](#)

[LACC.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.
 Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
 Belongs to: [Craft and Structure](#)

[LACC.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.
 Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10
Belongs to: [Craft and Structure](#)

LACC.8.RL.4 Range of Reading and Level of Text Complexity

LACC.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.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Range of Reading and Level of Text Complexity](#)

LACC.8.SL.1 Comprehension and Collaboration

LACC.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.
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Comprehension and Collaboration](#)

LACC.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.
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Comprehension and Collaboration](#)

LACC.8.SL.2 Presentation of Knowledge and Ideas

LACC.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.
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Presentation of Knowledge and Ideas](#)

TH.68.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

TH.68.C.1.1 :

Devise an original work based on a community issue that explores various solutions to a problem.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Cognition and reflection are required to appreciate, interpret, and](#)

	<p>create with artistic intent.</p> <p>Remarks/Examples</p> <p>e.g., health, environment, politics, bullying</p>
<p>TH.68.C.1.2 :</p>	<p>Develop a character analysis to support artistic portrayal.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p>
<p>TH.68.C.1.3 :</p>	<p>Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p>
<p>TH.68.C.1.6 :</p>	<p>Analyze selections from the canon of great world drama as a foundation for understanding the development of drama over time.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <p>e.g., Sophocles, Shakespeare, Moliere, Ibsen, Chekhov, O'Neill, Brecht, Williams, Beckett, Miller, Wilson, Simon</p>
<p>TH.68.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>	
<p>TH.68.C.2.1 :</p>	<p>Use group-generated criteria to critique others and help strengthen each other's performance.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<p>TH.68.C.2.2 :</p>	<p>Keep a rehearsal journal to document individual performance progress.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<p>TH.68.C.2.3 :</p>	<p>Ask questions to understand a peer's artistic choices for a performance or design.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking,</p>

	problem-solving, and decision-making skills, is central to artistic growth.
<u>TH.68.C.2.4 :</u>	Defend personal responses to a theatre production. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

TH.68.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

<u>TH.68.C.3.2 :</u>	Compare a film version of a story to its original play form. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.
<u>TH.68.C.3.3 :</u>	Determine personal strengths and challenges, using evaluations and critiques to guide selection of material for a portfolio. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

TH.68.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

<u>TH.68.F.1.2 :</u>	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.
<u>TH.68.F.1.3 :</u>	Demonstrate creative risk-taking by incorporating personal experiences in an improvisation. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.
<u>TH.68.F.1.4 :</u>	Survey an aspect of theatre to understand the ways in which technology has affected it over time. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking. Remarks/Examples e.g., staging, lights, costumes

TH.68.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., caterers, neighborhood eateries, fabric stores, paint and paintbrush manufacturers, orchestrators, playwrights, babysitters

TH.68.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

TH.68.F.3.1 :

Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

Remarks/Examples

e.g., royalties, copies, changing text

TH.68.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

TH.68.H.1.1 :

Explore potential differences when performing works set in a variety of historical and cultural contexts.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

TH.68.H.1.2 :

Analyze the impact of one's emotional and social experiences when responding to, or participating in, a play.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

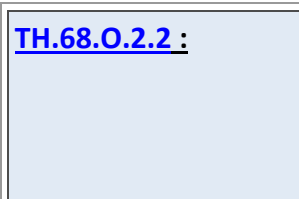
<p><u>TH.68.H.1.3 :</u></p>	<p>Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
<p><u>TH.68.H.1.4 :</u></p>	<p>Create a monologue or story that reflects one’s understanding of an event in a culture different from one’s own. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
<p><u>TH.68.H.1.5 :</u></p>	<p>Describe one’s own personal responses to a theatrical work and show respect for the responses of others. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
<p><u>TH.68.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</u></p>	
<p><u>TH.68.H.2.1 :</u></p>	<p>Compare western theatre traditions with those of other cultures. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
<p><u>TH.68.H.2.2 :</u></p>	<p>Identify examples of American musical theatre productions that reflect specific correlations to American history and culture. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged. Remarks/Examples e.g., Hair: antiwar sentiment; Show Boat: discrimination; South Pacific: discrimination</p>
<p><u>TH.68.H.2.3 :</u></p>	<p>Analyze theatre history and dramatic literature in the context of societal and cultural history. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
<p><u>TH.68.H.2.5 :</u></p>	<p>Compare decorum, environments, and manners from a variety of cultures and historical periods to discover and influence historical acting styles and design choices. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events,</p>

	and help explain how new directions in the arts have emerged.
<u>TH.68.H.2.7 :</u>	<p>Define theatre genres from different periods in history, giving examples of each.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
<u>TH.68.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</u>	
<u>TH.68.H.3.2 :</u>	<p>Read plays from a variety of genres and styles and compare how common themes are expressed in various art forms.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p>
<u>TH.68.H.3.3 :</u>	<p>Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p>
<u>TH.68.H.3.6 :</u>	<p>Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p>
<u>TH.68.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</u>	
<u>TH.68.O.1.1 :</u>	<p>Compare different processes an actor uses to prepare for a performance.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p>
<u>TH.68.O.1.3 :</u>	<p>Explain the impact of choices made by directors, designers, and actors on audience understanding.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p>
<u>TH.68.O.1.4 :</u>	<p>Discuss how the whole of a theatre performance is greater than the sum of its parts.</p>



Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

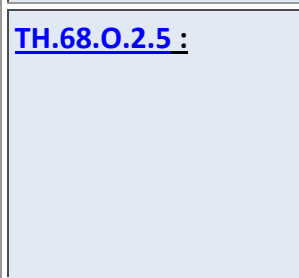
TH.68.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.



TH.68.O.2.2 :

Explain how a performance would change if depicted in a different location, time, or culture.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

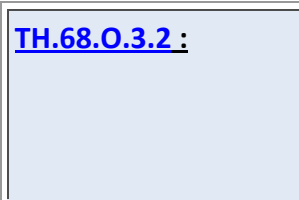


TH.68.O.2.5 :

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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

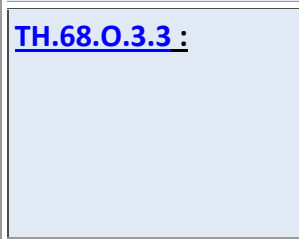
TH.68.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.



TH.68.O.3.2 :

Explore how theatre and theatrical works have influenced various cultures.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

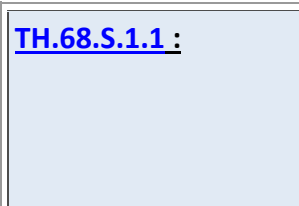


TH.68.O.3.3 :

Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

TH.68.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.



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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [The arts are inherently experiential and actively engage learners in](#)

	the processes of creating, interpreting, and responding to art.
<u>TH.68.S.1.3 :</u>	Describe criteria for the evaluation of dramatic texts, performances, direction, and production elements. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

TH.68.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

<u>TH.68.S.2.1 :</u>	Discuss the value of collaboration in theatre and work together to create a theatrical production. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.
<u>TH.68.S.2.2 :</u>	Discuss and apply the theatrical production process to create a live performance. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.
<u>TH.68.S.2.3 :</u>	Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.
<u>TH.68.S.2.4 :</u>	Memorize and present a character’s lines from a monologue or scene. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

TH.68.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

<u>TH.68.S.3.2 :</u>	Use the elements of dramatic form to stage a play. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples
-----------------------------	---

	e.g., plot, character, dialogue, conflict and resolution, setting
<u>TH.68.S.3.3 :</u>	<p>Lead rehearsals of improvised and scripted scenes, communicating with cast and crew to create appropriate characterization and dramatic environments.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., people, events, time, place</p>



This document was generated by using CPALMS - www.cpalms.org

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

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3890.aspx>

BASIC INFORMATION

Course Title:	M/J Theatre 3 and Career Planning
Course Number:	0400025
Course Abbreviated Title:	M/J Theatre 3 C/P
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Drama - Theatre Arts SubSubject: General
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students explore advanced concepts and other aspects of theatre, and explore the elements of theatre design through practical application, projects, and increasingly complex dramatic literature. In parallel with their learning opportunities in theatre, they investigate careers in a wide variety of fields, including theatre and the other arts. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.
General Notes:	Special Note: Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Career and Education Planning - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a

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

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

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

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

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

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

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

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

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

STANDARDS (31)

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

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

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

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

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

LACC.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.

[LACC.68.RST.2 Craft and Structure](#)

[LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.68.WHST.3 Research to Build and Present Knowledge](#)

[LACC.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.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Research to Build and Present Knowledge](#)

[LACC.7.RL.2 Craft and Structure](#)

[LACC.7.RL.2.5 :](#)

Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.7.RL.3 Integration of Knowledge and Ideas](#)

[LACC.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).

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Integration of Knowledge and Ideas](#)

[LACC.7.SL.1 Comprehension and Collaboration](#)

[LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.7.SL.2 Presentation of Knowledge and Ideas](#)

[LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

[TH.68.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

[TH.68.C.1.1 :](#)

Devise an original work based on a community issue that explores various solutions to a problem.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., health, environment, politics, bullying

[TH.68.C.1.3 :](#)

Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

[TH.68.C.1.6 :](#)

Analyze selections from the canon of great world drama as a

	<p>foundation for understanding the development of drama over time.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <p>e.g., Sophocles, Shakespeare, Moliere, Ibsen, Chekhov, O'Neill, Brecht, Williams, Beckett, Miller, Wilson, Simon</p>
--	---

[TH.68.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

<u>TH.68.C.2.1 :</u>	<p>Use group-generated criteria to critique others and help strengthen each other's performance.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
-----------------------------	---

<u>TH.68.C.2.3 :</u>	<p>Ask questions to understand a peer's artistic choices for a performance or design.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
-----------------------------	--

[TH.68.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

<u>TH.68.C.3.1 :</u>	<p>Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p> <p>Remarks/Examples</p> <p>e.g., color, texture, shape, form, sound</p>
-----------------------------	--

[TH.68.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

<u>TH.68.F.1.2 :</u>	<p>Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Creating, interpreting, and responding in the arts stimulate the</p>
-----------------------------	---

	imagination and encourage innovation and creative risk-taking.
<u>TH.68.F.1.3 :</u>	<p>Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</p>
<u>TH.68.F.2 Careers in and related to the arts significantly and positively impact local and global economies.</u>	
<u>TH.68.F.2.1 :</u>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Careers in and related to the arts significantly and positively impact local and global economies.</p>
<u>TH.68.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</u>	
<u>TH.68.F.3.1 :</u>	<p>Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p> <p>Remarks/Examples</p> <p>e.g., royalties, copies, changing text</p>
<u>TH.68.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).</u>	
<u>TH.68.H.1.3 :</u>	<p>Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
<u>TH.68.H.1.4 :</u>	<p>Create a monologue or story that reflects one's understanding of an event in a culture different from one's own.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
<u>TH.68.H.1.5 :</u>	Describe one's own personal responses to a theatrical work and

show respect for the responses of others.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

TH.68.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

TH.68.H.2.3 :

Analyze theatre history and dramatic literature in the context of societal and cultural history.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

TH.68.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

TH.68.H.3.3 :

Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

TH.68.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

TH.68.O.1.3 :

Explain the impact of choices made by directors, designers, and actors on audience understanding.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

TH.68.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

TH.68.O.2.2 :

Explain how a performance would change if depicted in a different location, time, or culture.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a](#)

[foundation and departure point for creativity.](#)

[TH.68.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

[TH.68.O.3.2 :](#)

Explore how theatre and theatrical works have influenced various cultures.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

[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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

[TH.68.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

[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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

[TH.68.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[TH.68.S.2.1 :](#)

Discuss the value of collaboration in theatre and work together to create a theatrical production.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[TH.68.S.3 Through purposeful practice, artists learn to manage, master, and refine simple,](#)

then complex, skills and techniques.

TH.68.S.3.1 :

Develop characterizations, using basic acting skills, appropriate for selected dramatizations.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts



This document was generated by using CPALMS - www.cpalms.org

Course: M/J Theatre 3- 0400020

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3883.aspx>

BASIC INFORMATION

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

STANDARDS (43)

In addition to the listed benchmarks and standards, the following mathematical practices

are required content:

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

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

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

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

LACC.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.

LACC.68.RST.2 Craft and Structure

LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

LACC.68.WHST.3 Research to Build and Present Knowledge

LACC.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.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Research to Build and Present Knowledge](#)

LACC.7.RL.2 Craft and Structure

LACC.7.RL.2.5 :

Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

LACC.7.RL.3 Integration of Knowledge and Ideas

LACC.7.RL.3.7 :

Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects



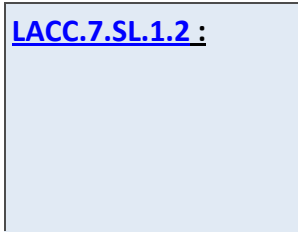
of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Integration of Knowledge and Ideas](#)

[LACC.7.SL.1 Comprehension and Collaboration](#)



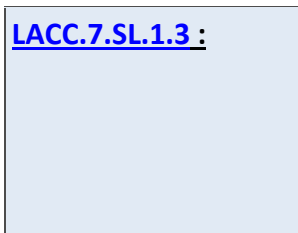
[LACC.7.SL.1.2 :](#)

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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)



[LACC.7.SL.1.3 :](#)

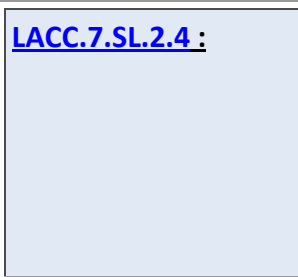
Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.7.SL.2 Presentation of Knowledge and Ideas](#)



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

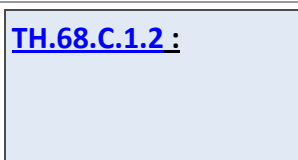
Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

[TH.68.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

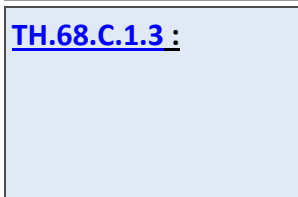


[TH.68.C.1.2 :](#)

Develop a character analysis to support artistic portrayal.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)



[TH.68.C.1.3 :](#)

Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., Sophocles, Shakespeare, Moliere, Ibsen, Chekhov, O'Neill, Brecht, Williams, Beckett, Miller, Wilson, Simon

TH.68.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

TH.68.C.2.1 :

Use group-generated criteria to critique others and help strengthen each other's performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

TH.68.C.2.2 :

Keep a rehearsal journal to document individual performance progress.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

TH.68.C.2.3 :

Ask questions to understand a peer's artistic choices for a performance or design.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

TH.68.C.2.4 :

Defend personal responses to a theatre production.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

TH.68.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

TH.68.C.3.1 :

Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

Remarks/Examples

	e.g., color, texture, shape, form, sound
<u>TH.68.C.3.2 :</u>	Compare a film version of a story to its original play form. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

TH.68.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

<u>TH.68.F.1.2 :</u>	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.
<u>TH.68.F.1.3 :</u>	Demonstrate creative risk-taking by incorporating personal experiences in an improvisation. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

TH.68.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

<u>TH.68.F.2.1 :</u>	Research careers in the global economy that are not directly related to the arts, but include skills that are arts-based or derive part of their economic impact from the arts. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Careers in and related to the arts significantly and positively impact local and global economies.
<u>TH.68.F.2.3 :</u>	Identify businesses that are directly or indirectly associated with school and community theatre, and calculate their impact on the local and/or regional economy. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Careers in and related to the arts significantly and positively impact local and global economies. Remarks/Examples e.g., caterers, neighborhood eateries, fabric stores, paint and paintbrush manufacturers, orchestrators, playwrights, babysitters

TH.68.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in

[a global economy are embedded in the study of the arts.](#)

[TH.68.F.3.1 :](#)

Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

Remarks/Examples

e.g., royalties, copies, changing text

[TH.68.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

[TH.68.H.1.3 :](#)

Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

[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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

[TH.68.H.1.5 :](#)

Describe one's own personal responses to a theatrical work and show respect for the responses of others.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

[TH.68.H.1.6 :](#)

Discuss how a performer responds to different audiences.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

[TH.68.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

[TH.68.H.2.3 :](#)

Analyze theatre history and dramatic literature in the context of societal and cultural history.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

[TH.68.H.2.7 :](#)

Define theatre genres from different periods in history, giving

	<p>examples of each.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
--	--

[TH.68.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

<u>TH.68.H.3.1 :</u>	<p>Identify principles and techniques that are shared between the arts and other content areas.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p> <p>Remarks/Examples</p> <hr/> <p>e.g., art elements, writing styles, science and math principles</p>
-----------------------------	---

<u>TH.68.H.3.2 :</u>	<p>Read plays from a variety of genres and styles and compare how common themes are expressed in various art forms.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p>
-----------------------------	--

<u>TH.68.H.3.3 :</u>	<p>Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p>
-----------------------------	--

[TH.68.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

<u>TH.68.O.1.1 :</u>	<p>Compare different processes an actor uses to prepare for a performance.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p>
-----------------------------	--

<u>TH.68.O.1.3 :</u>	<p>Explain the impact of choices made by directors, designers, and actors on audience understanding.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p>
-----------------------------	--

[TH.68.O.2 The structural rules and conventions of an art form serve as both a foundation](#)

and departure point for creativity.

TH.68.O.2.1 :

Diagram the major parts of a play and their relationships to each other.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

TH.68.O.2.2 :

Explain how a performance would change if depicted in a different location, time, or culture.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

TH.68.O.2.3 :

Write alternate endings for a specified play.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

TH.68.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

TH.68.O.3.2 :

Explore how theatre and theatrical works have influenced various cultures.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

TH.68.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

TH.68.S.1.4 :

Discuss the ways in which theatre experiences involve empathy and aesthetic distance.

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p> <p>Remarks/Examples</p> <p>e.g., vicarious identification with characters and actions, recognition that the play is not real life</p>
--	---

[TH.68.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

<u>TH.68.S.2.1 :</u>	<p>Discuss the value of collaboration in theatre and work together to create a theatrical production.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
<u>TH.68.S.2.3 :</u>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
<u>TH.68.S.2.4 :</u>	<p>Memorize and present a character’s lines from a monologue or scene.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>

[TH.68.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

<u>TH.68.S.3.1 :</u>	<p>Develop characterizations, using basic acting skills, appropriate for selected dramatizations.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts</p>
---	--



This document was generated by using CPALMS - www.cpalms.org

Course: M/J Theatre 2- 0400010

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3879.aspx>

BASIC INFORMATION

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

STANDARDS (43)

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

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

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

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

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

LACC.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.

[LACC.68.RST.2 Craft and Structure](#)

[LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.68.WHST.3 Research to Build and Present Knowledge](#)

[LACC.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.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Research to Build and Present Knowledge](#)

[LACC.7.RL.2 Craft and Structure](#)

[LACC.7.RL.2.5 :](#)

Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.7.RL.3 Integration of Knowledge and Ideas](#)

[LACC.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).

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Integration of Knowledge and Ideas](#)

[LACC.7.SL.1 Comprehension and Collaboration](#)

[LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.7.SL.2 Presentation of Knowledge and Ideas](#)

[LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

[TH.68.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

[TH.68.C.1.2 :](#)

Develop a character analysis to support artistic portrayal.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

[TH.68.C.1.3 :](#)

Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p>
<u>TH.68.C.1.6 :</u>	<p>Analyze selections from the canon of great world drama as a foundation for understanding the development of drama over time.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <p>e.g., Sophocles, Shakespeare, Moliere, Ibsen, Chekhov, O'Neill, Brecht, Williams, Beckett, Miller, Wilson, Simon</p>

TH.68.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

<u>TH.68.C.2.1 :</u>	<p>Use group-generated criteria to critique others and help strengthen each other's performance.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<u>TH.68.C.2.2 :</u>	<p>Keep a rehearsal journal to document individual performance progress.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<u>TH.68.C.2.3 :</u>	<p>Ask questions to understand a peer's artistic choices for a performance or design.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<u>TH.68.C.2.4 :</u>	<p>Defend personal responses to a theatre production.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>

TH.68.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

<u>TH.68.C.3.1 :</u>	<p>Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p>
-----------------------------	--

	<p>Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p> <p>Remarks/Examples</p> <p>e.g., color, texture, shape, form, sound</p>
<u>TH.68.C.3.2 :</u>	<p>Compare a film version of a story to its original play form.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p>
<p><u>TH.68.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</u></p>	
<u>TH.68.F.1.2 :</u>	<p>Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</p>
<u>TH.68.F.1.3 :</u>	<p>Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</p>
<p><u>TH.68.F.2 Careers in and related to the arts significantly and positively impact local and global economies.</u></p>	
<u>TH.68.F.2.1 :</u>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Careers in and related to the arts significantly and positively impact local and global economies.</p>
<u>TH.68.F.2.3 :</u>	<p>Identify businesses that are directly or indirectly associated with school and community theatre, and calculate their impact on the local and/or regional economy.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Careers in and related to the arts significantly and positively impact local and global economies.</p> <p>Remarks/Examples</p> <p>e.g., caterers, neighborhood eateries, fabric stores, paint and paintbrush manufacturers, orchestrators, playwrights, babysitters</p>

	babysitters
--	-------------

[TH.68.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

TH.68.F.3.1 :

Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

Remarks/Examples

e.g., royalties, copies, changing text

[TH.68.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

TH.68.H.1.3 :

Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

TH.68.H.1.5 :

Describe one's own personal responses to a theatrical work and show respect for the responses of others.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

TH.68.H.1.6 :

Discuss how a performer responds to different audiences.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

[TH.68.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

TH.68.H.2.3 :

Analyze theatre history and dramatic literature in the context of societal and cultural history.

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
<p><u>TH.68.H.2.7 :</u></p>	<p>Define theatre genres from different periods in history, giving examples of each. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
<p><u>TH.68.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</u></p>	
<p><u>TH.68.H.3.1 :</u></p>	<p>Identify principles and techniques that are shared between the arts and other content areas. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields. Remarks/Examples e.g., art elements, writing styles, science and math principles</p>
<p><u>TH.68.H.3.2 :</u></p>	<p>Read plays from a variety of genres and styles and compare how common themes are expressed in various art forms. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p>
<p><u>TH.68.H.3.3 :</u></p>	<p>Use brainstorming as a method to discover multiple solutions for an acting or technical challenge. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p>
<p><u>TH.68.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</u></p>	
<p><u>TH.68.O.1.1 :</u></p>	<p>Compare different processes an actor uses to prepare for a performance. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p>
<p><u>TH.68.O.1.3 :</u></p>	<p>Explain the impact of choices made by directors, designers, and actors on audience understanding. Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p>

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

TH.68.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

TH.68.O.2.1 :

Diagram the major parts of a play and their relationships to each other.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

TH.68.O.2.2 :

Explain how a performance would change if depicted in a different location, time, or culture.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

TH.68.O.2.3 :

Write alternate endings for a specified play.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

TH.68.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

TH.68.O.3.2 :

Explore how theatre and theatrical works have influenced various cultures.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

TH.68.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

	Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
<u>TH.68.S.1.4 :</u>	<p>Discuss the ways in which theatre experiences involve empathy and aesthetic distance.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p> <p>Remarks/Examples</p> <p>e.g., vicarious identification with characters and actions, recognition that the play is not real life</p>
<u>TH.68.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</u>	
<u>TH.68.S.2.1 :</u>	<p>Discuss the value of collaboration in theatre and work together to create a theatrical production.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
<u>TH.68.S.2.3 :</u>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
<u>TH.68.S.2.4 :</u>	<p>Memorize and present a character’s lines from a monologue or scene.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
<u>TH.68.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</u>	
<u>TH.68.S.3.1 :</u>	<p>Develop characterizations, using basic acting skills, appropriate for selected dramatizations.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>

	<p>Remarks/Examples</p> <p>e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts</p>
--	---



This document was generated by using CPALMS - www.cpalms.org

Course: M/J Theatre 1- 0400000

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3872.aspx>

BASIC INFORMATION

Course Title:	M/J Theatre 1
Course Number:	0400000
Course Abbreviated Title:	M/J THEATRE 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Drama - Theatre Arts SubSubject: General
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	<p>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.</p>

STANDARDS (26)

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

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

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

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

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

LACC.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.

LACC.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.

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

[LACC.68.RST.2 Craft and Structure](#)

[LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.68.WHST.3 Research to Build and Present Knowledge](#)

[LACC.68.WHST.3.9 :](#)

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

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Research to Build and Present Knowledge](#)

[LACC.K12.SL.1 Comprehension and Collaboration](#)

<u>LACC.K12.SL.1.2 :</u>	<p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10</p> <p>Belongs to: Comprehension and Collaboration</p>
<u>LACC.K12.SL.1.3 :</u>	<p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10</p> <p>Belongs to: Comprehension and Collaboration</p>

[LACC.K12.SL.2 Presentation of Knowledge and Ideas](#)

<u>LACC.K12.SL.2.4 :</u>	<p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentation of Knowledge and Ideas</p>
--	--

[TH.68.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

<u>TH.68.C.1.3 :</u>	<p>Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p>
<u>TH.68.C.1.5 :</u>	<p>Describe how a theatrical activity can entertain or instruct an audience.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p>

[TH.68.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

<u>TH.68.C.2.1 :</u>	<p>Use group-generated criteria to critique others and help strengthen each other's performance.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking.</p>
--------------------------------------	---

	problem-solving, and decision-making skills, is central to artistic growth.
<u>TH.68.C.2.3 :</u>	<p>Ask questions to understand a peer’s artistic choices for a performance or design.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>

TH.68.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

<u>TH.68.C.3.1 :</u>	<p>Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p> <p>Remarks/Examples</p> <p>e.g., color, texture, shape, form, sound</p>
-----------------------------	--

TH.68.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

<u>TH.68.F.1.2 :</u>	<p>Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</p>
<u>TH.68.F.1.3 :</u>	<p>Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</p>

TH.68.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

<u>TH.68.F.2.2 :</u>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Careers in and related to the arts significantly and positively impact local and global economies.</p>
-----------------------------	--

TH.68.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in

[a global economy are embedded in the study of the arts.](#)

TH.68.F.3.1 :

Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

Remarks/Examples

e.g., royalties, copies, changing text

[TH.68.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

TH.68.H.1.5 :

Describe one's own personal responses to a theatrical work and show respect for the responses of others.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

[TH.68.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

TH.68.H.2.4 :

Discuss the differences between presentational and representational theatre styles.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

[TH.68.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

TH.68.H.3.1 :

Identify principles and techniques that are shared between the arts and other content areas.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

Remarks/Examples

	e.g., art elements, writing styles, science and math principles
<u>TH.68.H.3.3 :</u>	<p>Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p>
<u>TH.68.H.3.4 :</u>	<p>Describe the importance of wellness and care for the actor’s physical being as a performance instrument.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p>
<u>TH.68.H.3.5 :</u>	<p>Describe how social skills learned through play participation are used in other classroom and extracurricular activities.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p> <p>Remarks/Examples</p> <p>e.g., cooperation, communication, collaboration</p>
<u>TH.68.H.3.6 :</u>	<p>Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p>
<u>TH.68.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</u>	
<u>TH.68.O.1.3 :</u>	<p>Explain the impact of choices made by directors, designers, and actors on audience understanding.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p>
<u>TH.68.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</u>	
<u>TH.68.O.2.4 :</u>	<p>Perform a scene or pantomime to demonstrate understanding of blocking and stage movement.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p>

	Belongs to: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.
<u>TH.68.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</u>	
<u>TH.68.O.3.1 :</u>	<p>Compare theatre and its elements and vocabulary to other art forms.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</p>
<u>TH.68.O.3.3 :</u>	<p>Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</p>



This document was generated by using CPALMS - www.cpalms.org

Course: M/J Dance 4- 0300030

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3827.aspx>

BASIC INFORMATION

Course Title:	M/J Dance 4
Course Number:	0300030
Course Abbreviated Title:	M/J DANCE 4
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Dance SubSubject: General
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
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.

STANDARDS (53)

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

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

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

LACC.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.

[DA.68.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

<p><u>DA.68.C.1.1 :</u></p>	<p>Examine and discuss exemplary works to gain ideas for creating dance studies with artistic intent. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p>
<p><u>DA.68.C.1.3 :</u></p>	<p>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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples e.g., floor patterns, stage design, ABA, theme and variations, rondo, use of costumes, lights, props</p>
<p><u>DA.68.C.1.4 :</u></p>	<p>Identify and discuss the function and importance of physical and cognitive rehearsal in the retention, recall, and performance of movement. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p>

[DA.68.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

<p><u>DA.68.C.2.1 :</u></p>	<p>Solve challenges in technique and composition by visualizing and applying creative solutions. Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p>
--	--

	Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
<u>DA.68.C.2.2 :</u>	<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> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p> <p>Remarks/Examples</p> <p>e.g., self, peer, teacher</p>

DA.68.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

<u>DA.68.C.3.1 :</u>	<p>Analyze an artist's work, using selected criteria, and describe its effectiveness in communicating meaning and specific intent.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p>
<u>DA.68.C.3.2 :</u>	<p>Evaluate key elements observed in historically significant, exemplary works of dance.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p>

DA.68.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

<u>DA.68.F.1.2 :</u>	<p>Explore use of technology as a tool for creating, refining, and responding to dance.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</p> <p>Remarks/Examples</p> <p>e.g., video, projections</p>
<u>DA.68.F.1.3 :</u>	<p>Practice creative risk-taking through dance improvisation and performance.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</p>

DA.68.F.2 Careers in and related to the arts significantly and positively impact local and

[global economies.](#)

[DA.68.F.2.2 :](#)

Identify local or regional resources to understand their importance to dancers.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., private dance studios, scholarships, dance companies

[DA.68.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

[DA.68.F.3.1 :](#)

Demonstrate leadership, preparedness, and adaptability by sharing ideas or teaching skills to others in small and large groups.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

[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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

Remarks/Examples

e.g., private studios, print and on-line articles and reviews, membership in dance organizations

[DA.68.F.3.3 :](#)

Prepare auditions and audition skills for schools, companies, and/or commercial work in dance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

Remarks/Examples

e.g., attire, etiquette, professional presentation, technique, conditioning

[DA.68.F.3.4 :](#)

Maintain documentation of dance-related activities, including a repertory sheet, to prepare for résumé-writing.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

Course: M/J Dance Celebration for Students of Mixed Mobilities- 0300090

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3829.aspx>

BASIC INFORMATION

Course Title:	M/J Dance Celebration for Students of Mixed Mobilities
Course Number:	0300090
Course Abbreviated Title:	M/J DANCE MIX MOBIL
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Dance SubSubject: General
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	This course is for students of upright or seated mobilities who would like to study Modern Dance as an art form. As students explore and build dance techniques and expressive qualities, they work independently and collaboratively to find creative adaptations to fit their own personal mobilities and that of the group as a whole. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

STANDARDS (45)

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

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

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

- LACC.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.

[DA.68.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

[DA.68.C.1.1 :](#)

Examine and discuss exemplary works to gain ideas for creating dance studies with artistic intent.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

[DA.68.C.1.4 :](#)

Identify and discuss the function and importance of physical and cognitive rehearsal in the retention, recall, and performance of movement.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

[DA.68.C.2 Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

[DA.68.C.2.1 :](#)

Solve challenges in technique and composition by visualizing and applying creative solutions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

[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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

Remarks/Examples

e.g., self, peer, teacher

DA.68.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

DA.68.C.3.1 :

Analyze an artist's work, using selected criteria, and describe its effectiveness in communicating meaning and specific intent.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

DA.68.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

DA.68.F.1.1 :

Interpret and respond to works by master choreographers who have used innovative technology and integrated information from non-dance content areas.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

Remarks/Examples

e.g., Merce Cunningham, Elizabeth Streb, Alwin Nikolais, Pilobolus

DA.68.F.1.3 :

Practice creative risk-taking through dance improvisation and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

DA.68.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

DA.68.F.2.2 :

Identify local or regional resources to understand their importance to dancers.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., private dance studios, scholarships, dance companies

DA.68.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

DA.68.F.3.1 :

Demonstrate leadership, preparedness, and adaptability by sharing ideas or teaching skills to others in small and large groups.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

DA.68.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

DA.68.H.1.3 :

Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)
Remarks/Examples
e.g., production design, costume design, performance recordings, music licensing

DA.68.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

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.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

DA.68.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

DA.68.H.3.1 :

Demonstrate response and reaction, through movement sequences, to various sources of inspiration.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

DA.68.H.3.3 :

Use knowledge of the body, acquired in dance, science, and/or physical education, to improve health and strength.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Connections among the arts and other disciplines strengthen](#)

	learning and the ability to transfer knowledge and skills to and from other fields.
<u>DA.68.H.3.5 :</u>	Practice using world languages and accurate dance terminology suitable to each dance genre. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

DA.68.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

<u>DA.68.O.1.2 :</u>	Demonstrate, without prompting, procedures expected in class, rehearsal, and performance with independence. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
<u>DA.68.O.1.3 :</u>	Dissect a dance step or combination to reveal the underlying steps, positions, related steps, and possible variations. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
<u>DA.68.O.1.5 :</u>	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. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process. Remarks/Examples e.g., body, energy/effort, space, time, relationships

DA.68.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

<u>DA.68.O.2.1 :</u>	Create a dance phrase and revise one or more elements to add interest and diversity to the piece. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.
<u>DA.68.O.2.3 :</u>	Research and discuss examples of dance performed in venues other than the conventional proscenium theater and analyze how

	<p>they were adapted to fit the space.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</p>
--	--

[DA.68.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

<u>DA.68.O.3.1 :</u>	<p>Express concrete and abstract concepts through dance using ideas and experiences of personal significance.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</p>
-----------------------------	--

<u>DA.68.O.3.5 :</u>	<p>Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</p>
-----------------------------	--

[DA.68.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

<u>DA.68.S.1.2 :</u>	<p>Experiment with improvisational exercises to develop creative risk-taking capacities.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p>
-----------------------------	--

<u>DA.68.S.1.3 :</u>	<p>Analyze the possibilities and limitations of the body through short dance sequences.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p> <p>Remarks/Examples</p> <p>e.g., developmental level, safe transitions, jump height, physical safety, speed, anatomical function (knee: hinge joint; hip: ball joint)</p>
-----------------------------	---

<u>DA.68.S.1.4 :</u>	<p>Use kinesthetic knowledge to demonstrate comprehension of partnering and movement relationships between two or more dancers.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p>
-----------------------------	---

	<p>Remarks/Examples</p> <p>e.g., counter-balance, weight-share, line, opposition, mirroring, unison</p>
<p><u>DA.68.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</u></p>	
<p><u>DA.68.S.2.1 :</u></p>	<p>Sustain focused attention, respect, and discipline during classes and performances.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
<p><u>DA.68.S.2.2 :</u></p>	<p>Memorize and replicate movement sequences with speed and accuracy in class or audition settings.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
<p><u>DA.68.S.2.4 :</u></p>	<p>Transfer corrections or concepts from the execution of one class exercise to another.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p> <p>Remarks/Examples</p> <p>e.g., rotation of the leg in pli� to rotation of the leg in tendu</p>
<p><u>DA.68.S.2.5 :</u></p>	<p>Rehearse to improve the performance quality of dance pieces.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p> <p>Remarks/Examples</p> <p>e.g., repetition, revision, refinement</p>
<p><u>DA.68.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</u></p>	
<p><u>DA.68.S.3.1 :</u></p>	<p>Use and maintain principles of alignment in locomotor and non-</p>

	<p>locomotor movements.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</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> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
DA.68.S.3.3 :	<p>Apply the mechanics of movement transitions and weight changes.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>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>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., on the counts, fill the music</p>
DA.68.S.3.6 :	<p>Change the expression or intention of a dance sequence by manipulating one or more dynamic elements.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., resistance, energy, time, focus</p>
DA.68.S.3.7 :	<p>Practice a variety of dance sequences to increase agility and coordination in movement patterns.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
DA.68.S.3.8 :	<p>Develop and demonstrate a sense of line that is appropriate to the style of a given dance form.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p>

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

[HE.7.C.1 Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.](#)

[HE.7.C.1.4 :](#)

Describe ways to reduce or prevent injuries and adolescent health problems.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.](#)

Remarks/Examples

Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.

[LACC.68.RST.2 Craft and Structure](#)

[LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.68.WHST.2 Production and Distribution of Writing](#)

[LACC.68.WHST.2.4 :](#)

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

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Production and Distribution of Writing](#)

[LACC.68.WHST.3 Research to Build and Present Knowledge](#)

[LACC.68.WHST.3.9 :](#)

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

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Research to Build and Present Knowledge](#)

[LACC.7.SL.1 Comprehension and Collaboration](#)

LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.7.SL.2 Presentation of Knowledge and Ideas

LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

PE.6.C.2 Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.

PE.6.C.2.14 :

List terminology and etiquette in educational gymnastics or dance.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.](#)

PE.6.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.

PE.6.M.1.11 :

Apply proper warm-up and cool-down techniques.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)

PE.8.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.

PE.8.M.1.4 :

Apply principles of biomechanics necessary for safe and successful performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)



This document was generated by using CPALMS - www.cpalms.org

DA.68.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

DA.68.H.1.1 :

Identify and execute characteristic rhythms in dances representing one or more cultures.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

Remarks/Examples

e.g., production design, costume design, performance recordings, music licensing

DA.68.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

DA.68.H.2.1 :

Analyze dance in various cultural and historical periods, and discuss how it has changed over time.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

Remarks/Examples

e.g., equality of gender and race, social trends

DA.68.H.2.3 :

Predict, using one's imagination and knowledge of history and technology, how dance may be designed and/or presented in the future.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

DA.68.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

<u>DA.68.H.3.1 :</u>	<p>Demonstrate response and reaction, through movement sequences, to various sources of inspiration.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p>
<u>DA.68.H.3.2 :</u>	<p>Compare elements and principles of composition with elements and principles of other art forms.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p>
<u>DA.68.H.3.4 :</u>	<p>Create or perform a dance piece using ideas and principles common to dance and another art form.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p>
<u>DA.68.H.3.5 :</u>	<p>Practice using world languages and accurate dance terminology suitable to each dance genre.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p>

DA.68.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

<u>DA.68.O.1.1 :</u>	<p>Compare characteristics of two dance forms.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p> <p>Remarks/Examples</p> <p>e.g., modern/jazz, ballet/Bharata Natyam, West African/Capoeira</p>
<u>DA.68.O.1.3 :</u>	<p>Dissect a dance step or combination to reveal the underlying steps, positions, related steps, and possible variations.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p>
<u>DA.68.O.1.4 :</u>	<p>Explain the order and purpose of a logical and healthful dance class.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Understanding the organizational structure of an art form provides a</p>

	<p>foundation for appreciation of artistic works and respect for the creative process.</p> <p>Remarks/Examples</p> <p>e.g., warm-ups, progressions, phrase work</p>
<p>DA.68.O.1.5 :</p>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p> <p>Remarks/Examples</p> <p>e.g., body, energy/effort, space, time, relationships</p>
<p>DA.68.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</p>	
<p>DA.68.O.2.1 :</p>	<p>Create a dance phrase and revise one or more elements to add interest and diversity to the piece.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</p>
<p>DA.68.O.2.2 :</p>	<p>Explain how the innovations of selected dance pioneers transformed specified dance genres.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</p>
<p>DA.68.O.2.3 :</p>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</p>
<p>DA.68.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</p>	
<p>DA.68.O.3.2 :</p>	<p>Create physical images to communicate the intent of a movement, phrase, or dance piece.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p>

	Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.
<u>DA.68.O.3.3 :</u>	Record dance sequences using accurate dance terminology to identify movements, positions, and shapes. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

DA.68.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

<u>DA.68.S.1.1 :</u>	Explore dance phrases to investigate choreographic principles and structures. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. Remarks/Examples e.g., sequence, unity, contrast, variety, repetition, transitions, climax/resolution
<u>DA.68.S.1.2 :</u>	Experiment with improvisational exercises to develop creative risk-taking capacities. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
<u>DA.68.S.1.3 :</u>	Analyze the possibilities and limitations of the body through short dance sequences. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. 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 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

<u>DA.68.S.2.1 :</u>	Sustain focused attention, respect, and discipline during classes and performances. Cognitive Complexity: N/A Date Adopted or Revised: 12/10
-----------------------------	---

	Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.
DA.68.S.2.2 :	<p>Memorize and replicate movement sequences with speed and accuracy in class or audition settings.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
DA.68.S.2.3 :	<p>Explore the complexity of sequencing through reversing and reordering movement sequences.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
DA.68.S.2.4 :	<p>Transfer corrections or concepts from the execution of one class exercise to another.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p> <p>Remarks/Examples</p> <p>e.g., rotation of the leg in plié to rotation of the leg in tendu</p>
DA.68.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
DA.68.S.3.1 :	<p>Use and maintain principles of alignment in locomotor and non-locomotor movements.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</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> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
DA.68.S.3.4 :	<p>Perform, using dance technique, with musical accuracy and expression.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>

	<p>Remarks/Examples</p> <p>e.g., on the counts, fill the music</p>
<p><u>DA.68.S.3.6 :</u></p>	<p>Change the expression or intention of a dance sequence by manipulating one or more dynamic elements.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., resistance, energy, time, focus</p>
<p><u>DA.68.S.3.7 :</u></p>	<p>Practice a variety of dance sequences to increase agility and coordination in movement patterns.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>DA.68.S.3.8 :</u></p>	<p>Develop and demonstrate a sense of line that is appropriate to the style of a given dance form.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>HE.8.C.1 Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</u></p>	
<p><u>HE.8.C.1.4 :</u></p>	<p>Investigate strategies to reduce or prevent injuries and other adolescent health problems.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A</p> <p>Belongs to: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Remarks/Examples</p> <p>Recognize signs and symptoms of depression, accessing resources, abstinence to reduce sexually transmitted diseases, sexually transmitted infections, and pregnancy; places to avoid; and healthy relationship skills.</p>
<p><u>LACC.68.RST.2 Craft and Structure</u></p>	
<p><u>LACC.68.RST.2.4 :</u></p>	<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific</p>

or technical context relevant to grades 6–8 texts and topics.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date
Adopted or Revised: 12/10
Belongs to: [Craft and Structure](#)

[LACC.68.WHST.2 Production and Distribution of Writing](#)

[LACC.68.WHST.2.4 :](#)

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

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date
Adopted or Revised: 12/10
Belongs to: [Production and Distribution of Writing](#)

[LACC.68.WHST.3 Research to Build and Present Knowledge](#)

[LACC.68.WHST.3.9 :](#)

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

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date
Adopted or Revised: 12/10
Belongs to: [Research to Build and Present Knowledge](#)

[LACC.8.SL.1 Comprehension and Collaboration](#)

[LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date
Adopted or Revised: 12/10
Belongs to: [Comprehension and Collaboration](#)

[LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date
Adopted or Revised: 12/10
Belongs to: [Comprehension and Collaboration](#)

[LACC.8.SL.2 Presentation of Knowledge and Ideas](#)

[LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10
Belongs to: [Presentation of Knowledge and Ideas](#)

PE.6.C.2 Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.

PE.6.C.2.14 :

List terminology and etiquette in educational gymnastics or dance.
Cognitive Complexity: N/A | Date Adopted or Revised: 04/13
Belongs to: [Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.](#)

PE.6.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.

PE.6.M.1.11 :

Apply proper warm-up and cool-down techniques.
Cognitive Complexity: N/A | Date Adopted or Revised: 04/13
Belongs to: [Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)



This document was generated by using CPALMS - www.cpalms.org

Course: M/J Dance 3 and Career Planning-0300025

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3824.aspx>

BASIC INFORMATION

Course Title:	M/J Dance 3 and Career Planning
Course Number:	0300025
Course Abbreviated Title:	M/J DANCE 3 CAR PLAN
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Dance SubSubject: General
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	<p>Students build technical and creative skills relative to choreographic structure, performance, dance science, and somatic movement practices; and attend to alignment, collaborative problem solving, dance conditioning, and safe studio practices. They study works of historical significance and make multidisciplinary connections to create new works inspired by environmental, social, cultural, and current events, employ dance as a healthy life skill, and use dance terminology to describe the expressive and aesthetic qualities of performance. In parallel with their learning opportunities in dance, students investigate careers in a wide variety of fields. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.</p>

General Notes:

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

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

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

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

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

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

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

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

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



This document was generated by using CPALMS - www.cpalms.org

Course: M/J Dance 3- 0300020

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3818.aspx>

BASIC INFORMATION

Course Title:	M/J Dance 3
Course Number:	0300020
Course Abbreviated Title:	M/J DANCE 3
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Dance SubSubject: General
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
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.

STANDARDS (47)

In addition to the listed benchmarks and standards, the following mathematical practices

are required content:

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

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

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

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

LACC.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.

[DA.68.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

[DA.68.C.1.1 :](#)

Examine and discuss exemplary works to gain ideas for creating dance studies with artistic intent.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

[DA.68.C.1.2 :](#)

Process, sequence, and demonstrate new material quickly and accurately with energy, expression, and clarity.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., in a classroom, master class, rehearsal, audition

[DA.68.C.1.4 :](#)

Identify and discuss the function and importance of physical and cognitive rehearsal in the retention, recall, and performance of movement.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

[DA.68.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

[DA.68.C.2.1 :](#)

Solve challenges in technique and composition by visualizing and applying creative solutions.

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<p><u>DA.68.C.2.2 :</u></p>	<p>Reflect on critiques from a variety of sources to improve technique and the creative process, and to make decisions about one's work. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth. Remarks/Examples e.g., self, peer, teacher</p>
<p><u>DA.68.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</u></p>	
<p><u>DA.68.C.3.1 :</u></p>	<p>Analyze an artist's work, using selected criteria, and describe its effectiveness in communicating meaning and specific intent. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p>
<p><u>DA.68.C.3.2 :</u></p>	<p>Evaluate key elements observed in historically significant, exemplary works of dance. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p>
<p><u>DA.68.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</u></p>	
<p><u>DA.68.F.1.3 :</u></p>	<p>Practice creative risk-taking through dance improvisation and performance. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</p>
<p><u>DA.68.F.2 Careers in and related to the arts significantly and positively impact local and global economies.</u></p>	
<p><u>DA.68.F.2.1 :</u></p>	<p>Explain the roles of dance production personnel. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Careers in and related to the arts significantly and positively impact local and global economies. Remarks/Examples</p>

e.g., choreographer, producer, stage manager, ticket sales

DA.68.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

DA.68.F.3.3 :

Prepare auditions and audition skills for schools, companies, and/or commercial work in dance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

Remarks/Examples

e.g., attire, etiquette, professional presentation, technique, conditioning

DA.68.F.3.4 :

Maintain documentation of dance-related activities, including a repertory sheet, to prepare for résumé-writing.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

DA.68.F.3.5 :

Describe basic functions of skeletal and muscular systems.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

DA.68.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

DA.68.H.1.3 :

Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

Remarks/Examples

e.g., production design, costume design, performance recordings,

music licensing

[DA.68.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

[DA.68.H.2.2 :](#)

Compare the roles of dance in various cultures.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

Remarks/Examples

e.g., celebratory, storytelling, social, spiritual

[DA.68.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

[DA.68.H.3.1 :](#)

Demonstrate response and reaction, through movement sequences, to various sources of inspiration.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

[DA.68.H.3.2 :](#)

Use knowledge of the body, acquired in dance, science, and/or physical education, to improve health and strength.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

[DA.68.H.3.3 :](#)

Create or perform a dance piece using ideas and principles common to dance and another art form.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

[DA.68.H.3.4 :](#)

Practice using world languages and accurate dance terminology suitable to each dance genre.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

[DA.68.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

[DA.68.O.1.1 :](#)

Compare characteristics of two dance forms.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

	<p>Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p> <p>Remarks/Examples</p> <p>e.g., modern/jazz, ballet/Bharata Natyam, West African/Capoeira</p>
<p>DA.68.O.1.2 :</p>	<p>Demonstrate, without prompting, procedures expected in class, rehearsal, and performance with independence.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p>
<p>DA.68.O.1.5 :</p>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p> <p>Remarks/Examples</p> <p>e.g., body, energy/effort, space, time, relationships</p>
<p>DA.68.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</p>	
<p>DA.68.O.2.1 :</p>	<p>Create a dance phrase and revise one or more elements to add interest and diversity to the piece.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</p>
<p>DA.68.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</p>	

DA.68.O.3.4 :

Research existing methods of recording or documenting dance as a way of sharing and preserving it.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

DA.68.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

DA.68.S.1.2 :

Experiment with improvisational exercises to develop creative risk-taking capacities.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

DA.68.S.1.4 :

Use kinesthetic knowledge to demonstrate comprehension of partnering and movement relationships between two or more dancers.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., counter-balance, weight-share, line, opposition, mirroring, unison

DA.68.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

DA.68.S.2.1 :

Sustain focused attention, respect, and discipline during classes and performances.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

<p><u>DA.68.S.2.2 :</u></p>	<p>Memorize and replicate movement sequences with speed and accuracy in class or audition settings. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
<p><u>DA.68.S.2.4 :</u></p>	<p>Transfer corrections or concepts from the execution of one class exercise to another. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information. Remarks/Examples e.g., rotation of the leg in pli� to rotation of the leg in tendu</p>
<p><u>DA.68.S.2.5 :</u></p>	<p>Rehearse to improve the performance quality of dance pieces. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information. Remarks/Examples e.g., repetition, revision, refinement</p>
<p><u>DA.68.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</u></p>	
<p><u>DA.68.S.3.1 :</u></p>	<p>Use and maintain principles of alignment in locomotor and non-locomotor movements. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>DA.68.S.3.2 :</u></p>	<p>Develop strength, stamina, flexibility, and range of motion through safe practices and knowledge of basic anatomy and physiology. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>DA.68.S.3.3 :</u></p>	<p>Apply the mechanics of movement transitions and weight changes. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples</p>

	<p>e.g., body-part initiation, pelvic shift, fall and recovery</p>
<p><u>DA.68.S.3.4 :</u></p>	<p>Perform, using dance technique, with musical accuracy and expression. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., on the counts, fill the music</p>
<p><u>DA.68.S.3.5 :</u></p>	<p>Perform a variety of movements while vertical, off-vertical, or balancing on one leg. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>DA.68.S.3.7 :</u></p>	<p>Practice a variety of dance sequences to increase agility and coordination in movement patterns. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>DA.68.S.3.8 :</u></p>	<p>Develop and demonstrate a sense of line that is appropriate to the style of a given dance form. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>HE.7.C.1 Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</u></p>	
<p><u>HE.7.C.1.4 :</u></p>	<p>Describe ways to reduce or prevent injuries and adolescent health problems. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health. Remarks/Examples Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.</p>
<p><u>LACC.68.RST.2 Craft and Structure</u></p>	

LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

LACC.68.WHST.2 Production and Distribution of Writing

LACC.68.WHST.2.4 :

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

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Production and Distribution of Writing](#)

LACC.68.WHST.3 Research to Build and Present Knowledge

LACC.68.WHST.3.9 :

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

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Research to Build and Present Knowledge](#)

LACC.7.SL.1 Comprehension and Collaboration

LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.7.SL.2 Presentation of Knowledge and Ideas

LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

PE.6.C.2 Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.

PE.6.C.2.14 :

List terminology and etiquette in educational gymnastics or dance.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.](#)

PE.6.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.

PE.6.M.1.11 :

Apply proper warm-up and cool-down techniques.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)



This document was generated by using CPALMS - www.cpalms.org

Course: M/J Dance 2- 0300010

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3815.aspx>

BASIC INFORMATION

Course Title:	M/J Dance 2
Course Number:	0300010
Course Abbreviated Title:	M/J DANCE 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Dance SubSubject: General
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
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.

STANDARDS (36)

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

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

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

LACC.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.

[DA.68.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

[DA.68.C.1.2 :](#)

Process, sequence, and demonstrate new material quickly and accurately with energy, expression, and clarity.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., in a classroom, master class, rehearsal, audition

[DA.68.C.2 Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

[DA.68.C.2.1 :](#)

Solve challenges in technique and composition by visualizing and applying creative solutions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

[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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

Remarks/Examples

e.g., self, peer, teacher

DA.68.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

DA.68.F.1.3 :

Practice creative risk-taking through dance improvisation and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

DA.68.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

DA.68.F.2.1 :

Explain the roles of dance production personnel.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., choreographer, producer, stage manager, ticket sales

DA.68.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

DA.68.F.3.4 :

Maintain documentation of dance-related activities, including a repertory sheet, to prepare for résumé-writing.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

DA.68.F.3.5 :

Describe basic functions of skeletal and muscular systems.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

DA.68.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

DA.68.H.1.3 :

Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

Remarks/Examples

e.g., production design, costume design, performance recordings, music licensing

DA.68.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

DA.68.H.2.2 :

Compare the roles of dance in various cultures.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

Remarks/Examples

e.g., celebratory, storytelling, social, spiritual

DA.68.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

DA.68.H.3.3 :

Use knowledge of the body, acquired in dance, science, and/or physical education, to improve health and strength.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

DA.68.H.3.5 :

Practice using world languages and accurate dance terminology suitable to each dance genre.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

DA.68.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

DA.68.O.1.1 :

Compare characteristics of two dance forms.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

Remarks/Examples

	e.g., modern/jazz, ballet/Bharata Natyam, West African/Capoeira
<u>DA.68.O.1.2 :</u>	<p>Demonstrate, without prompting, procedures expected in class, rehearsal, and performance with independence.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p>
<u>DA.68.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</u>	
<u>DA.68.O.2.1 :</u>	<p>Create a dance phrase and revise one or more elements to add interest and diversity to the piece.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</p>
<u>DA.68.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</u>	
<u>DA.68.O.3.5 :</u>	<p>Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</p>
<u>DA.68.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</u>	
<u>DA.68.S.1.4 :</u>	<p>Use kinesthetic knowledge to demonstrate comprehension of partnering and movement relationships between two or more dancers.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p> <p>Remarks/Examples</p> <p>e.g., counter-balance, weight-share, line, opposition, mirroring, unison</p>
<u>DA.68.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</u>	

DA.68.S.2.1 :

Sustain focused attention, respect, and discipline during classes and performances.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

DA.68.S.2.4 :

Transfer corrections or concepts from the execution of one class exercise to another.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

Remarks/Examples

e.g., rotation of the leg in pli  to rotation of the leg in tendu

DA.68.S.2.5 :

Rehearse to improve the performance quality of dance pieces.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

Remarks/Examples

e.g., repetition, revision, refinement

DA.68.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

DA.68.S.3.1 :

Use and maintain principles of alignment in locomotor and non-locomotor movements.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

DA.68.S.3.2 :

Develop strength, stamina, flexibility, and range of motion through safe practices and knowledge of basic anatomy and physiology.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

DA.68.S.3.3 :

Apply the mechanics of movement transitions and weight changes.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

	e.g., body-part initiation, pelvic shift, fall and recovery
<u>DA.68.S.3.4 :</u>	<p>Perform, using dance technique, with musical accuracy and expression.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., on the counts, fill the music</p>
<u>DA.68.S.3.5 :</u>	<p>Perform a variety of movements while vertical, off-vertical, or balancing on one leg.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<u>DA.68.S.3.7 :</u>	<p>Practice a variety of dance sequences to increase agility and coordination in movement patterns.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<u>HE.7.C.1 Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</u>	
<u>HE.7.C.1.4 :</u>	<p>Describe ways to reduce or prevent injuries and adolescent health problems.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A</p> <p>Belongs to: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Remarks/Examples</p> <p>Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.</p>
<u>LACC.6.SL.1 Comprehension and Collaboration</u>	
<u>LACC.6.SL.1.2 :</u>	<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>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date</p>

	<p>Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration</p>
<p><u>LACC.6.SL.1.3 :</u></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>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration</p>

LACC.6.SL.2 Presentation of Knowledge and Ideas

<p><u>LACC.6.SL.2.4 :</u></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>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Presentation of Knowledge and Ideas</p>
--------------------------------------	---

LACC.68.RST.2 Craft and Structure

<p><u>LACC.68.RST.2.4 :</u></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>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Craft and Structure</p>
--	--

LACC.68.WHST.2 Production and Distribution of Writing

<p><u>LACC.68.WHST.2.4 :</u></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Production and Distribution of Writing</p>
---	---

LACC.68.WHST.3 Research to Build and Present Knowledge

<p><u>LACC.68.WHST.3.7 :</u></p>	<p>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.</p> <p>Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning Date</p>
---	---

	Adopted or Revised: 12/10 Belongs to: Research to Build and Present Knowledge
<u>LACC.68.WHST.3.9 :</u>	Draw evidence from informational texts to support analysis reflection, and research. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Research to Build and Present Knowledge
<p><u>PE.6.C.2 Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</u></p>	
<u>PE.6.C.2.14 :</u>	List terminology and etiquette in educational gymnastics or dance. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.
<p><u>PE.6.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</u></p>	
<u>PE.6.M.1.11 :</u>	Apply proper warm-up and cool-down techniques. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.



This document was generated by using CPALMS - www.cpalms.org

DA.68.O.1.2 :

Demonstrate, without prompting, procedures expected in class, rehearsal, and performance with independence.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

DA.68.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

DA.68.O.2.1 :

Create a dance phrase and revise one or more elements to add interest and diversity to the piece.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

DA.68.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

DA.68.O.3.5 :

Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

DA.68.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

DA.68.S.1.4 :

Use kinesthetic knowledge to demonstrate comprehension of partnering and movement relationships between two or more dancers.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., counter-balance, weight-share, line, opposition, mirroring, unison

DA.68.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

DA.68.S.2.1 :

Sustain focused attention, respect, and discipline during classes and performances.

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
<p><u>DA.68.S.2.4 :</u></p>	<p>Transfer corrections or concepts from the execution of one class exercise to another. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information. Remarks/Examples e.g., rotation of the leg in pli� to rotation of the leg in tendu</p>
<p><u>DA.68.S.2.5 :</u></p>	<p>Rehearse to improve the performance quality of dance pieces. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information. Remarks/Examples e.g., repetition, revision, refinement</p>
<p><u>DA.68.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</u></p>	
<p><u>DA.68.S.3.1 :</u></p>	<p>Use and maintain principles of alignment in locomotor and non-locomotor movements. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>DA.68.S.3.2 :</u></p>	<p>Develop strength, stamina, flexibility, and range of motion through safe practices and knowledge of basic anatomy and physiology. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>DA.68.S.3.3 :</u></p>	<p>Apply the mechanics of movement transitions and weight changes. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., body-part initiation, pelvic shift, fall and recovery</p>

DA.68.S.3.4 :

Perform, using dance technique, with musical accuracy and expression.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

DA.68.S.3.7 :

Practice a variety of dance sequences to increase agility and coordination in movement patterns.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

HE.7.C.1 Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.

HE.7.C.1.4 :

Describe ways to reduce or prevent injuries and adolescent health problems.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.](#)

Remarks/Examples

Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.

LACC.6.SL.1 Comprehension and Collaboration

LACC.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

	<p>referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <ol style="list-style-type: none"> 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>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration</p>
<p><u>LACC.6.SL.1.2 :</u></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>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration</p>
<p><u>LACC.6.SL.1.3 :</u></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>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration</p>
<p><u>LACC.6.SL.2 Presentation of Knowledge and Ideas</u></p>	
<p><u>LACC.6.SL.2.4 :</u></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>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Presentation of Knowledge and Ideas</p>
<p><u>LACC.68.RST.2 Craft and Structure</u></p>	
<p><u>LACC.68.RST.2.4 :</u></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>

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Craft and Structure](#)

[LACC.68.WHST.2 Production and Distribution of Writing](#)

[LACC.68.WHST.2.4 :](#)

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

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Production and Distribution of Writing](#)

[LACC.68.WHST.3 Research to Build and Present Knowledge](#)

[LACC.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.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Research to Build and Present Knowledge](#)

[LACC.68.WHST.3.9 :](#)

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

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Research to Build and Present Knowledge](#)

[MACC.K12.MP.5 Use appropriate tools strategically.](#)

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

Use appropriate tools strategically.

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

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

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Use appropriate tools strategically.](#)

MACC.K12.MP.6 Attend to precision.

MACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Attend to precision.](#)

MACC.K12.MP.7 Look for and make use of structure.

MACC.K12.MP.7.1 :

Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice

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

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Look for and make use of structure.](#)

[PE.6.C.2 Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.](#)

PE.6.C.2.14 :

List terminology and etiquette in educational gymnastics or dance.
Cognitive Complexity: N/A | Date Adopted or Revised: 04/13
Belongs to: [Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.](#)

[PE.6.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)

PE.6.M.1.11 :

Apply proper warm-up and cool-down techniques.
Cognitive Complexity: N/A | Date Adopted or Revised: 04/13
Belongs to: [Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)



This document was generated by using CPALMS - www.cpalms.org

VA.68.C.3.2 :

Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

Remarks/Examples

e.g., comparison, classification, cause and effect, reasoning, hypothesizing, critiquing

VA.68.C.3.4 :

Compare the uses for artwork and utilitarian objects to determine their significance in society.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

VA.68.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

VA.68.F.2.3 :

Identify art careers that have a financial impact on local communities.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

VA.68.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

VA.68.F.3.1 :

Use technology applications through the art-making process to express community or global concerns.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

VA.68.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

VA.68.H.1.3 :

Analyze and describe the significance of artwork from a selected group or culture to explain its importance to the population.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

VA.68.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

VA.68.H.2.1 :

Describe how previous cultural trends have led to the development of new art styles.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

VA.68.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

VA.68.H.3.2 :

Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

Remarks/Examples

e.g., identify facts, ideas, problem-solving skills

VA.68.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

VA.68.O.1.2 :

Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

VA.68.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

VA.68.O.3.2 :

Discuss the communicative differences between specific two- and three-dimensional works of art.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

VA.68.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

VA.68.S.1.4 :

Use accurate art vocabulary to explain the creative and art-making processes.

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p>
<p>VA.68.S.1.5 :</p>	<p>Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p>



This document was generated by using CPALMS - www.cpalms.org



This document was generated by using CPALMS - www.cpalms.org

Course: M/J Exploring Two-Dimensional Art-0101005

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4660.aspx>

BASIC INFORMATION

Course Title:	M/J Exploring Two-Dimensional Art
Course Number:	0101005
Course Abbreviated Title:	M/J EXPLORING 2D ART
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Art - Visual Arts SubSubject: Art Comprehensive
Course length:	Semester (S)
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	Students investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating two-dimensional works, which may include drawing, painting, printmaking, and/or collage. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. Opportunities are provided for creative decision-making in the context of the structural elements of art and the organizational principles of design. This course incorporates hands-on activities and consumption of art materials.

STANDARDS (20)

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

- MACC.K12.MP.5.1: Use appropriate tools strategically.
- MACC.K12.MP.6.1: Attend to precision.
- MACC.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:

- MACC.6.G.1: Solve real-world and mathematical problems involving area, surface area, and volume.
- MACC.7.G.1: Draw, construct and describe geometrical figures and describe the relationships between them.
- LACC.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.

[LACC.6.SL.1 Comprehension and Collaboration](#)

<u>LACC.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. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration
<u>LACC.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. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration

[LACC.6.SL.2 Presentation of Knowledge and Ideas](#)

<u>LACC.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. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Presentation of Knowledge and Ideas
---	--

[LACC.68.RST.2 Craft and Structure](#)

[LACC.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.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Craft and Structure](#)

[LACC.68.WHST.2 Production and Distribution of Writing](#)

[LACC.68.WHST.2.4 :](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Production and Distribution of Writing](#)

[LACC.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.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Production and Distribution of Writing](#)

[VA.68.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

[VA.68.C.1.1 :](#)

Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

[VA.68.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

[VA.68.C.2.3 :](#)

Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

[VA.68.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

VA.68.C.3.1 :

Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

VA.68.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

VA.68.F.1.1 :

Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

Remarks/Examples

e.g., potential to transfer and incorporate technological applications

VA.68.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

VA.68.F.2.1 :

Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

VA.68.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

VA.68.F.3.4 :

Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

VA.68.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

VA.68.H.1.2 :

Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.

Course: M/J Digital Art and Design 2- 0103010

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4789.aspx>

BASIC INFORMATION

Course Title:	M/J Digital Art and Design 2
Course Number:	0103010
Course Abbreviated Title:	M/J DIG ART & DES 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Art - Visual Arts SubSubject: Graphic Design
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students develop and refine concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still and/or animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

STANDARDS (25)

In addition to the listed benchmarks and standards, the following mathematical practices

are required content:

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

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

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

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

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

<u>LACC.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>LACC.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.68.WHST.2.6:</u>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<u>LACC.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>LACC.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>LACC.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>VA.68.C.1.2:</u>	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
<u>VA.68.C.2.2:</u>	Evaluate artwork objectively during group assessment to determine areas for refinement.
<u>VA.68.C.3.3:</u>	Use analytical skills to understand meaning and explain connections with other contexts.

<p><u>VA.68.F.1.1:</u></p>	<p>Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. Remarks/Examples</p> <p>e.g., potential to transfer and incorporate technological applications</p>
<p><u>VA.68.F.1.4:</u></p>	<p>Use technology skills to create an imaginative and unique work of art. Remarks/Examples</p> <p>e.g., convey depth, scale</p>
<p><u>VA.68.F.2.2:</u></p>	<p>Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design. Remarks/Examples</p> <p>e.g., exhibition, sale of art products, technology, entertainment</p>
<p><u>VA.68.F.3.3:</u></p>	<p>Collaborate with peers to complete an art task and develop leadership skills. Remarks/Examples</p> <p>e.g., task: voluntary, assigned; time: long-term group project</p>
<p><u>VA.68.H.1.4:</u></p>	<p>Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist’s own history.</p>
<p><u>VA.68.H.2.3:</u></p>	<p>Describe the rationale for creating, collecting, exhibiting, and owning works of art. Remarks/Examples</p> <p>e.g., private, public, and personal art collections</p>
<p><u>VA.68.H.3.1:</u></p>	<p>Discuss how knowledge and skills learned through the art-making and analysis processes are used to solve problems in non-art contexts.</p>
<p><u>VA.68.O.1.1:</u></p>	<p>Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.</p>
<p><u>VA.68.O.2.2:</u></p>	<p>Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.</p>
<p><u>VA.68.O.3.1:</u></p>	<p>Select and use the structural elements of art and organizational principles of design to document images in various formats for public</p>

	<p>audiences.</p> <p>Remarks/Examples</p> <p>e.g., digital, presentation, artworks, video/motion</p>
<u>VA.68.S.1.2:</u>	Use media, technology, and other resources to derive ideas for personal art-making.
<u>VA.68.S.1.5:</u>	Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.
<u>VA.68.S.2.2:</u>	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
<u>VA.68.S.3.1:</u>	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
<u>VA.68.S.3.3:</u>	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
<u>VA.68.S.3.4:</u>	<p>Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.</p> <p>Remarks/Examples</p> <p>e.g., ethics, plagiarism, appropriation from the Internet and other sources</p>



This document was generated by using CPALMS - www.cpalms.org

Course: M/J Digital Art and Design 3- 0103020

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4785.aspx>

BASIC INFORMATION

Course Title:	M/J Digital Art and Design 3
Course Number:	0103020
Course Abbreviated Title:	M/J DIG ART DESIGN 3
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Art - Visual Arts SubSubject: Graphic Design
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students become proficient in, and refine, their use of concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still and/or animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Students' increasingly independent approach to their work promotes risk-taking in the completion of conceptually based, self-directed work. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

STANDARDS (30)

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

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

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

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

<u>LACC.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>LACC.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.68.WHST.2.6:</u>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<u>LACC.8.SL.1.2:</u>	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
<u>LACC.8.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
<u>LACC.8.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>VA.68.C.1.2:</u>	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
<u>VA.68.C.2.1:</u>	Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.

<u>VA.68.C.2.4:</u>	Use constructive criticism as a purposeful tool for artistic growth.
<u>VA.68.C.3.4:</u>	Compare the uses for artwork and utilitarian objects to determine their significance in society.
<u>VA.68.F.1.2:</u>	Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks.
<u>VA.68.F.1.4:</u>	Use technology skills to create an imaginative and unique work of art. Remarks/Examples e.g., convey depth, scale
<u>VA.68.F.2.4:</u>	Present research on the works of local artists and designers to understand the significance of art in the community.
<u>VA.68.F.2.5:</u>	Create an artist statement to reflect on personal artwork for a portfolio or exhibition.
<u>VA.68.F.3.1:</u>	Use technology applications through the art-making process to express community or global concerns.
<u>VA.68.F.3.2:</u>	Analyze the procedural and divergent thinking skills developed in visual art to identify a purpose for the communication of art ideas.
<u>VA.68.H.1.4:</u>	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
<u>VA.68.H.2.2:</u>	Explain the impact artwork and utilitarian objects have on the human experience.
<u>VA.68.H.3.2:</u>	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. Remarks/Examples e.g., identify facts, ideas, problem-solving skills
<u>VA.68.O.1.3:</u>	Combine creative and technical knowledge to produce visually strong works of art.
<u>VA.68.O.1.4:</u>	Create artworks that demonstrate skilled use of media to convey personal vision.
<u>VA.68.O.2.1:</u>	Create new meaning in artworks through shared language, expressive content, and ideation.

<u>VA.68.O.2.3:</u>	Create a work of personal art using various media to solve an open-ended artistic problem.
<u>VA.68.O.3.2:</u>	Discuss the communicative differences between specific two- and three-dimensional works of art.
<u>VA.68.S.1.1:</u>	Manipulate content, media, techniques, and processes to achieve communication with artistic intent.
<u>VA.68.S.1.3:</u>	Use ideas from cultural, historical, and artistic references to create personal responses in personal artwork. Remarks/Examples e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
<u>VA.68.S.2.1:</u>	Organize the structural elements of art to achieve artistic goals when producing personal works of art.
<u>VA.68.S.3.2:</u>	Develop spontaneity and visual unity in artwork through repeated practice and refined craftsmanship.
<u>VA.68.S.3.3:</u>	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
<u>VA.68.S.3.4:</u>	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. Remarks/Examples e.g., ethics, plagiarism, appropriation from the Internet and other sources



Course: M/J Digital Art and Design 2 and Career Planning- 0103015

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4786.aspx>

BASIC INFORMATION

Course Title:	M/J Digital Art and Design 2 and Career Planning
Course Number:	0103015
Course Abbreviated Title:	M/J DIG ART & DES 2 CP
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Art - Visual Arts SubSubject: Graphic Design
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students develop and refine concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still and/or animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials. In tandem with their learning opportunities in Digital Art Design 2, they investigate careers in a wide variety of fields, guided by the competencies required by Florida Statute.
General Notes:	Career and Education Planning - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a

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

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

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

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

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

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

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

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

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

STANDARDS (19)

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

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

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

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

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

LACC.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.

LACC.68.RST.2 Craft and Structure

LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

LACC.68.WHST.2 Production and Distribution of Writing

LACC.68.WHST.2.4 :

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

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Production and Distribution of Writing](#)

LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Production and Distribution of Writing](#)

LACC.7.SL.1 Comprehension and Collaboration

LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.7.SL.2 Presentation of Knowledge and Ideas

LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

VA.68.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

VA.68.C.1.2 :

Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

VA.68.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

VA.68.C.2.2 :

Evaluate artwork objectively during group assessment to determine areas for refinement.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

VA.68.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

VA.68.F.1.4 :

Use technology skills to create an imaginative and unique work of art.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

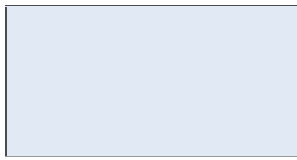
Remarks/Examples

e.g., convey depth, scale

VA.68.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

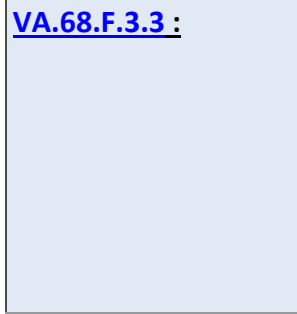
VA.68.F.2.3 :

Identify art careers that have a financial impact on local



communities.
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

[VA.68.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

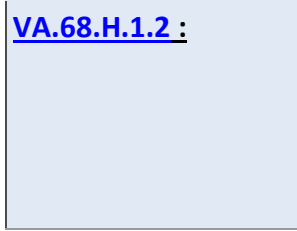


[VA.68.F.3.3 :](#)
 Collaborate with peers to complete an art task and develop leadership skills.
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

Remarks/Examples

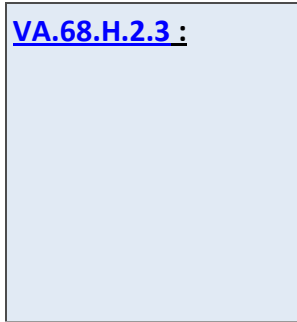
e.g., task: voluntary, assigned; time: long-term group project

[VA.68.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)



[VA.68.H.1.2 :](#)
 Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

[VA.68.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

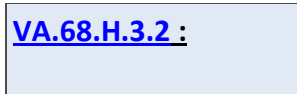


[VA.68.H.2.3 :](#)
 Describe the rationale for creating, collecting, exhibiting, and owning works of art.
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

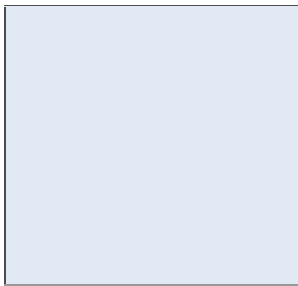
Remarks/Examples

e.g., private, public, and personal art collections

[VA.68.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)



[VA.68.H.3.2 :](#)
 Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts,



viewpoints, and solutions.

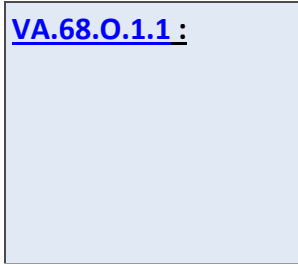
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

Remarks/Examples

e.g., identify facts, ideas, problem-solving skills

VA.68.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.



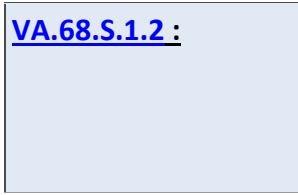
VA.68.O.1.1 :

Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

VA.68.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.



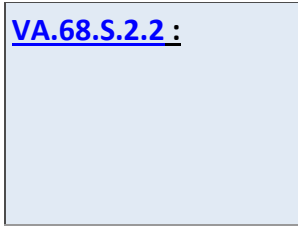
VA.68.S.1.2 :

Use media, technology, and other resources to derive ideas for personal art-making.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

VA.68.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.



VA.68.S.2.2 :

Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

VA.68.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

<p><u>VA.68.S.3.3 :</u></p>	<p>Demonstrate understanding of safety protocols for media, tools, processes, and techniques. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>VA.68.S.3.4 :</u></p>	<p>Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., ethics, plagiarism, appropriation from the Internet and other sources</p>



This document was generated by using CPALMS - www.cpalms.org

Course: M/J Three-Dimensional Studio Art 2-0101050

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4675.aspx>

BASIC INFORMATION

Course Title:	M/J Three-Dimensional Studio Art 2
Course Number:	0101050
Course Abbreviated Title:	M/J 3D STUDIO ART 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Art - Visual Arts SubSubject: Art Comprehensive
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students explore spatial relationships to create utilitarian forms or aesthetic structures. This course may include, but is not limited to, content in green or environmental design, sculpture, or ceramics. Students will examine subordinate and dominant components and implied line, and the processes and techniques for substitution may include draped, molded, or soft forms. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Students use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

STANDARDS (25)

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

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

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

MACC.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:

MACC.6.G.1: Solve real-world and mathematical problems involving area, surface area, and volume.

MACC.7.G.1: Draw, construct and describe geometrical figures and describe the relationships between them.

LACC.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.

LACC.68.RST.2 Craft and Structure

LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

LACC.68.WHST.2 Production and Distribution of Writing

LACC.68.WHST.2.4 :

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

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Production and Distribution of Writing](#)

LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10
Belongs to: [Production and Distribution of Writing](#)

LACC.7.SL.1 Comprehension and Collaboration

LACC.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.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Comprehension and Collaboration](#)

LACC.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.
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Comprehension and Collaboration](#)

LACC.7.SL.2 Presentation of Knowledge and Ideas

LACC.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.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Presentation of Knowledge and Ideas](#)

VA.68.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

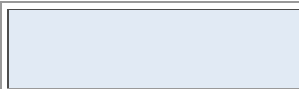
VA.68.C.1.2 :

Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

VA.68.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

VA.68.C.2.1 :

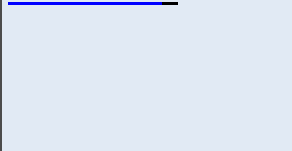
Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10



Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

[VA.68.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

[VA.68.C.3.3 :](#)



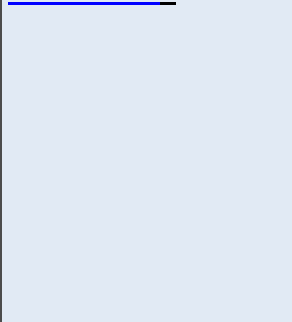
Use analytical skills to understand meaning and explain connections with other contexts.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

[VA.68.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

[VA.68.F.1.1 :](#)



Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

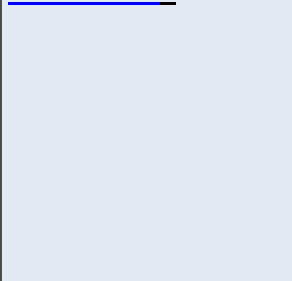
Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

Remarks/Examples

e.g., potential to transfer and incorporate technological applications

[VA.68.F.2 Careers in and related to the arts significantly and positively impact local and global economies.](#)

[VA.68.F.2.2 :](#)



Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

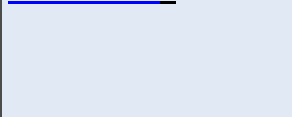
Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., exhibition, sale of art products, technology, entertainment

[VA.68.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

[VA.68.F.3.3 :](#)



Collaborate with peers to complete an art task and develop leadership skills.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers,](#)

Course: M/J Digital Art and Design 1- 0103000

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4791.aspx>

BASIC INFORMATION

Course Title:	M/J Digital Art and Design 1
Course Number:	0103000
Course Abbreviated Title:	M/J DIG ART & DES 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Art - Visual Arts SubSubject: Graphic Design
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still and/or animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

STANDARDS (25)

In addition to the listed benchmarks and standards, the following mathematical practices

are required content:

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

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

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

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

LACC.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.

LACC.6.SL.1 Comprehension and Collaboration

LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.6.SL.2 Presentation of Knowledge and Ideas

LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

LACC.68.RST.2 Craft and Structure

LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10
Belongs to: [Craft and Structure](#)

[LACC.68.WHST.2 Production and Distribution of Writing](#)

[LACC.68.WHST.2.4 :](#)

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

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Production and Distribution of Writing](#)

[LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Production and Distribution of Writing](#)

[VA.68.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

[VA.68.C.1.3 :](#)

Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., personal, cultural, historical

[VA.68.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

[VA.68.C.2.3 :](#)

Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

[VA.68.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

[VA.68.C.3.1 :](#)

Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational

	<p>principles of design.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p>
--	--

[VA.68.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

<u>VA.68.F.1.1 :</u>	<p>Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</p> <p>Remarks/Examples</p> <p>e.g., potential to transfer and incorporate technological applications</p>
-----------------------------	---

<u>VA.68.F.1.4 :</u>	<p>Use technology skills to create an imaginative and unique work of art.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</p> <p>Remarks/Examples</p> <p>e.g., convey depth, scale</p>
-----------------------------	---

[VA.68.F.2 Careers in and related to the arts significantly and positively impact local and global economies.](#)

<u>VA.68.F.2.1 :</u>	<p>Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Careers in and related to the arts significantly and positively impact local and global economies.</p>
-----------------------------	---

[VA.68.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

<u>VA.68.F.3.4 :</u>	<p>Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
-----------------------------	--

VA.68.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

VA.68.H.1.2 :

Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

VA.68.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

VA.68.H.2.3 :

Describe the rationale for creating, collecting, exhibiting, and owning works of art.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

Remarks/Examples

e.g., private, public, and personal art collections

VA.68.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

VA.68.H.3.3 :

Create imaginative works to include background knowledge or information from other subjects.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

Remarks/Examples

e.g., from history, environment, literary works

VA.68.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

VA.68.O.1.1 :

Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

VA.68.O.1.2 :

Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

VA.68.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

VA.68.O.2.2 :

Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

VA.68.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

VA.68.O.3.1 :

Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

Remarks/Examples

e.g., digital, presentation, artworks, video/motion

VA.68.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

VA.68.S.1.4 :

Use accurate art vocabulary to explain the creative and art-making processes.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

VA.68.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

VA.68.S.2.1 :

Organize the structural elements of art to achieve artistic goals when producing personal works of art.

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
<p><u>VA.68.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</u></p>	
<p><u>VA.68.S.3.1 :</u></p>	<p>Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>VA.68.S.3.3 :</u></p>	<p>Demonstrate understanding of safety protocols for media, tools, processes, and techniques. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>VA.68.S.3.4 :</u></p>	<p>Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., ethics, plagiarism, appropriation from the Internet and other sources</p>



Course: M/J Creative Photography 3- 0102060

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4800.aspx>

BASIC INFORMATION

Course Title:	M/J Creative Photography 3
Course Number:	0102060
Course Abbreviated Title:	M/J CREATIVE PHOTO 3
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Art - Visual Arts SubSubject: Photography
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students advance their technical and aesthetic foundations to achieve mastery of technique and advanced expressive use of the language of art. This course may include, but is not limited to, color and/or black and white photography, content in research, collaboration, installation, history of photography, making connections to contemporary and community photographers, and critiquing using varied techniques. Processes, techniques and media may include but not be limited to video, film, high speed photography, studio lighting, flash, long exposure, formal portraiture, large format, HDR, RAW processing, digital output on a variety of media including non-traditional materials. Craftsmanship and quality are reflected in the surface of the print, care of the materials, attention to compositional conventions, and expression of personal ideas and feelings. Student photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

STANDARDS (25)

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

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

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

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

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

LACC.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.

[LACC.68.RST.2 Craft and Structure](#)

[LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.68.WHST.2 Production and Distribution of Writing](#)

[LACC.68.WHST.2.4 :](#)

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

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Production and Distribution of Writing](#)

[LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Production and Distribution of Writing](#)

[LACC.8.SL.1 Comprehension and Collaboration](#)

[LACC.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.
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Comprehension and Collaboration](#)

[LACC.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.
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Comprehension and Collaboration](#)

[LACC.8.SL.2 Presentation of Knowledge and Ideas](#)

[LACC.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.
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Presentation of Knowledge and Ideas](#)

[VA.68.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

[VA.68.C.1.3 :](#)

Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)
Remarks/Examples
e.g., personal, cultural, historical

[VA.68.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

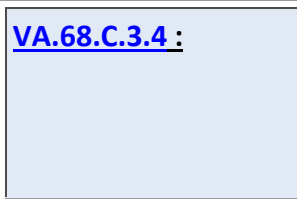
[VA.68.C.2.1 :](#)

Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.



Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

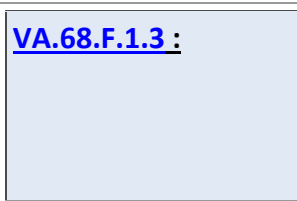
[VA.68.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)



[VA.68.C.3.4 :](#)

Compare the uses for artwork and utilitarian objects to determine their significance in society.
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

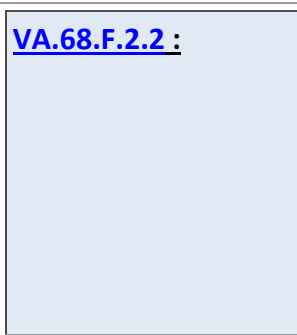
[VA.68.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)



[VA.68.F.1.3 :](#)

Investigate and describe how technology inspires and affects new applications and adaptations in art.
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

[VA.68.F.2 Careers in and related to the arts significantly and positively impact local and global economies.](#)



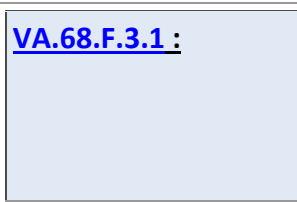
[VA.68.F.2.2 :](#)

Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design.
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., exhibition, sale of art products, technology, entertainment

[VA.68.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)



[VA.68.F.3.1 :](#)

Use technology applications through the art-making process to express community or global concerns.
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)



[VA.68.F.3.3 :](#)

Collaborate with peers to complete an art task and develop leadership skills.

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p> <p>Remarks/Examples</p> <p>e.g., task: voluntary, assigned; time: long-term group project</p>
--	---

[VA.68.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

<u>VA.68.H.1.4 :</u>	<p>Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist’s own history.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
-----------------------------	---

[VA.68.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

<u>VA.68.H.2.2 :</u>	<p>Explain the impact artwork and utilitarian objects have on the human experience.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
-----------------------------	---

[VA.68.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

<u>VA.68.H.3.3 :</u>	<p>Create imaginative works to include background knowledge or information from other subjects.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p> <p>Remarks/Examples</p> <p>e.g., from history, environment, literary works</p>
-----------------------------	---

[VA.68.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

<u>VA.68.O.1.3 :</u>	<p>Combine creative and technical knowledge to produce visually strong works of art.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p>
-----------------------------	--

	Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
--	--

<u>VA.68.O.1.4 :</u>	Create artworks that demonstrate skilled use of media to convey personal vision. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
-----------------------------	--

VA.68.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

<u>VA.68.O.2.3 :</u>	Create a work of personal art using various media to solve an open-ended artistic problem. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.
-----------------------------	--

VA.68.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

<u>VA.68.O.3.1 :</u>	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world. Remarks/Examples e.g., digital, presentation, artworks, video/motion
-----------------------------	---

VA.68.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

<u>VA.68.S.1.5 :</u>	Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
-----------------------------	--

VA.68.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

VA.68.S.2.1 :

Organize the structural elements of art to achieve artistic goals when producing personal works of art.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

VA.68.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

VA.68.S.3.2 :

Develop spontaneity and visual unity in artwork through repeated practice and refined craftsmanship.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

VA.68.S.3.3 :

Demonstrate understanding of safety protocols for media, tools, processes, and techniques.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

VA.68.S.3.4 :

Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., ethics, plagiarism, appropriation from the Internet and other sources



Course: M/J Creative Photography 2 and Career Planning- 0102055

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4802.aspx>

BASIC INFORMATION

Course Title:	M/J Creative Photography 2 and Career Planning
Course Number:	0102055
Course Abbreviated Title:	M/J CREA PHOTO 2 C/P
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Art - Visual Arts SubSubject: Photography
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students advance their technical and aesthetic foundations and explore careers in photography and other arts as well as careers outside the arts. This course may include, but is not limited to, color and/or black and white photography, researching the history of photography, making connections to contemporary and community photographers, critiquing using varied techniques, and experimenting with a variety of photographic media which may include, but is not limited to, handcrafted pinhole cameras, hand tinting photographs, mixed media, cyanotypes, medium format, photo collage, color photography, cross-processing, creative filters, macro, panoramic, digital output on a variety of media, emerging technologies and new media. Craftsmanship and quality are reflected in the surface of the print, care of the materials, attention to compositional conventions, and expression of personal ideas and feelings. Student photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group

	<p>works. This course incorporates hands-on activities and consumption of art materials. In tandem with their learning opportunities in Creative Photography 2 students investigate careers in a wide variety of fields guided by the competencies required by Florida Statute.</p>
<p>General Notes:</p>	<p>Career and Education Planning - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes. For additional information on the Middle School Career and Education Planning course, go to http://www.fldoe.org/workforce/ced/.</p> <p>1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.</p> <p>2.0 Develop skills to locate, evaluate, and interpret career information.</p> <p>3.0 Identify and demonstrate processes for making short and long term goals.</p> <p>4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.</p> <p>5.0 Understand the relationship between educational achievement and career choices/postsecondary options.</p> <p>6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.</p> <p>7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.</p> <p>8.0 Demonstrate knowledge of technology and its application in career fields/clusters.</p>

STANDARDS (17)

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

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

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

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

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

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

<u>LACC.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>LACC.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.68.WHST.2.6:</u>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<u>LACC.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>LACC.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>LACC.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>VA.68.C.1.2:</u>	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
<u>VA.68.C.2.1:</u>	Assess personal artwork during production to determine areas of

	success and needed change for achieving self-directed or specified goals.
<u>VA.68.C.3.1:</u>	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
<u>VA.68.F.1.3:</u>	Investigate and describe how technology inspires and affects new applications and adaptations in art.
<u>VA.68.F.2.1:</u>	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
<u>VA.68.F.3.3:</u>	Collaborate with peers to complete an art task and develop leadership skills.
	Remarks/Examples
	e.g., task: voluntary, assigned; time: long-term group project
<u>VA.68.H.1.2:</u>	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
<u>VA.68.H.3.3:</u>	Create imaginative works to include background knowledge or information from other subjects.
	Remarks/Examples
	e.g., from history, environment, literary works
<u>VA.68.S.2.1:</u>	Organize the structural elements of art to achieve artistic goals when producing personal works of art.
<u>VA.68.S.3.3:</u>	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
<u>VA.68.S.3.4:</u>	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
	Remarks/Examples
	e.g., ethics, plagiarism, appropriation from the Internet and other sources



This document was generated by using CPALMS - www.cpalms.org

Course: M/J Creative Photography 2- 0102050

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse2542.aspx>

BASIC INFORMATION

Course Title:	M/J Creative Photography 2
Course Number:	0102050
Course Abbreviated Title:	M/J CREATIVE PHOTO 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Art - Visual Arts SubSubject: Photography
Course length:	Year (Y)
Course Level:	2
Status:	State Board Approved
Version Description:	<p>Students advance their technical and aesthetic foundations in photographic techniques. This course may include, but is not limited to, color and/or black and white photography, researching the history of photography, making connections to contemporary and community photographers, critiquing using varied techniques, and experimenting with a variety of photographic media which may include, but is not limited to, handcrafted pinhole cameras, hand tinting photographs, mixed media, cyanotypes, medium format, photo collage, color photography, cross-processing, creative filters, macro, panoramic, digital output on a variety of media, emerging technologies and new media. Craftsmanship and quality are reflected in the surface of the print, care of the materials, attention to compositional conventions, and expression of personal ideas and feelings. Student photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.</p>

STANDARDS (25)

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

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

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

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

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

LACC.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.

[LACC.68.WHST.2 Production and Distribution of Writing](#)

[LACC.68.WHST.2.4 :](#)

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

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Production and Distribution of Writing](#)

[LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Production and Distribution of Writing](#)

[LACC.7.SL.1 Comprehension and Collaboration](#)

[LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.7.SL.2 Presentation of Knowledge and Ideas

LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

VA.68.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

VA.68.C.1.2 :

Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

VA.68.C.2 Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

VA.68.C.2.3 :

Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

VA.68.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

VA.68.C.3.2 :

Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

Remarks/Examples

e.g., comparison, classification, cause and effect, reasoning, hypothesizing, critiquing

VA.68.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

VA.68.F.1.2 :

Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

VA.68.F.1.3 :

Investigate and describe how technology inspires and affects new applications and adaptations in art.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

VA.68.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

VA.68.F.2.1 :

Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

VA.68.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

VA.68.F.3.1 :

Use technology applications through the art-making process to express community or global concerns.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

VA.68.F.3.2 :

Collaborate with peers to complete an art task and develop

	<p>leadership skills.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p> <p>Remarks/Examples</p> <p>e.g., task: voluntary, assigned; time: long-term group project</p>
--	---

[VA.68.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

<u>VA.68.H.1.2 :</u>	<p>Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
---	--

<u>VA.68.H.1.4 :</u>	<p>Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist’s own history.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
---	---

[VA.68.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

<u>VA.68.H.2.1 :</u>	<p>Describe how previous cultural trends have led to the development of new art styles.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
---	---

[VA.68.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

<u>VA.68.H.3.2 :</u>	<p>Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p> <p>Remarks/Examples</p>
---	--

e.g., identify facts, ideas, problem-solving skills

VA.68.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

VA.68.O.1.1 :

Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

VA.68.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

VA.68.O.2.2 :

Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

VA.68.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

VA.68.S.1.2 :

Use media, technology, and other resources to derive ideas for personal art-making.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

VA.68.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

VA.68.S.2.2 :

Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

VA.68.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

<p><u>VA.68.S.3.2 :</u></p>	<p>Develop spontaneity and visual unity in artwork through repeated practice and refined craftsmanship. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>VA.68.S.3.3 :</u></p>	<p>Demonstrate understanding of safety protocols for media, tools, processes, and techniques. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>VA.68.S.3.4 :</u></p>	<p>Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <hr/> <p>e.g., ethics, plagiarism, appropriation from the Internet and other sources</p> <hr/>



This document was generated by using CPALMS - www.cpalms.org

Course: M/J Creative Photography 1- 0102040

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse2541.aspx>

BASIC INFORMATION

Course Title:	M/J Creative Photography 1
Course Number:	0102040
Course Abbreviated Title:	M/J CREATIVE PHOTO 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Art - Visual Arts SubSubject: Photography
Course length:	Year (Y)
Course Level:	2
Status:	State Board Approved
Version Description:	<p>Students explore the aesthetic foundations of art using beginning photography techniques. This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. Processes and techniques for image capture and printing may include, but are not limited to, handcrafted pinhole cameras, hand tinting photographs, mixed media, photo collage, cross-processing, emerging technologies and new media. Content covers the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print. Craftsmanship and quality are reflected in the surface of the print, care of the materials, attention to compositional conventions, and expression of personal ideas and feelings. Student photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.</p>

STANDARDS (26)

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

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

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

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

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

LACC.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.

LACC.6.SL.1 Comprehension and Collaboration

LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.6.SL.2 Presentation of Knowledge and Ideas

LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

[LACC.68.RST.2 Craft and Structure](#)

[LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.68.WHST.2 Production and Distribution of Writing](#)

[LACC.68.WHST.2.4 :](#)

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

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Production and Distribution of Writing](#)

[LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Production and Distribution of Writing](#)

[VA.68.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

[VA.68.C.1.1 :](#)

Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

[VA.68.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

[VA.68.C.2.4 :](#)

Use constructive criticism as a purposeful tool for artistic growth.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

[VA.68.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

VA.68.C.3.1 :

Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

VA.68.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

VA.68.F.1.1 :

Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

Remarks/Examples

e.g., potential to transfer and incorporate technological applications

VA.68.F.1.3 :

Investigate and describe how technology inspires and affects new applications and adaptations in art.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

VA.68.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

VA.68.F.2.1 :

Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

VA.68.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

VA.68.F.3.2 :

Analyze the procedural and divergent thinking skills developed in visual art to identify a purpose for the communication of art ideas.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

VA.68.F.3.1 :

Follow directions and complete art tasks in a timely manner to

	<p>show development of 21st-century skills. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
--	---

[VA.68.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

<u>VA.68.H.1.2 :</u>	<p>Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
-----------------------------	--

[VA.68.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

<u>VA.68.H.2.3 :</u>	<p>Describe the rationale for creating, collecting, exhibiting, and owning works of art. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p> <p>Remarks/Examples</p> <hr/> <p>e.g., private, public, and personal art collections</p>
-----------------------------	---

[VA.68.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

<u>VA.68.H.3.1 :</u>	<p>Discuss how knowledge and skills learned through the art-making and analysis processes are used to solve problems in non-art contexts. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p>
-----------------------------	--

<u>VA.68.H.3.3 :</u>	<p>Create imaginative works to include background knowledge or information from other subjects. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p> <p>Remarks/Examples</p> <hr/> <p>e.g., from history, environment, literary works</p>
-----------------------------	---

[VA.68.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

[VA.68.O.1.2 :](#)

Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

[VA.68.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

[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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

[VA.68.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

[VA.68.S.1.1 :](#)

Manipulate content, media, techniques, and processes to achieve communication with artistic intent.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

[VA.68.S.1.4 :](#)

Use accurate art vocabulary to explain the creative and art-making processes.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

[VA.68.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[VA.68.S.2.1 :](#)

Organize the structural elements of art to achieve artistic goals when producing personal works of art.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence](#)

information.

VA.68.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

VA.68.S.3.1 :

Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

VA.68.S.3.3 :

Demonstrate understanding of safety protocols for media, tools, processes, and techniques.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

VA.68.S.3.4 :

Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., ethics, plagiarism, appropriation from the Internet and other sources



This document was generated by using CPALMS - www.cpalms.org

Course: M/J Three-Dimensional Studio Art 3-0101060

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4690.aspx>

BASIC INFORMATION

Course Title:	M/J Three-Dimensional Studio Art 3
Course Number:	0101060
Course Abbreviated Title:	M/J 3D STUDIO ART 3
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Art - Visual Arts SubSubject: Art Comprehensive
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	<p>Students make creative use of a set of combined relationships with innovative treatment of space to produce utilitarian forms or aesthetic structures. Student artists may work in, but are not confined to, content in green or environmental design, sculpture, ceramics, or installation art, creating maquettes, casting, and carving. Students explore abstraction and the relationship of scale (i.e., hand-held, human, or monumental) and disproportionate or exaggerated scale, as well as tension, grouping, proximity, and containment. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.</p>

STANDARDS (30)

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

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

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

MACC.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:

MACC.6.G.1: Solve real-world and mathematical problems involving area, surface area, and volume.

MACC.7.G.1: Draw, construct and describe geometrical figures and describe the relationships between them.

LACC.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.

[LACC.68.RST.2 Craft and Structure](#)

[LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.68.WHST.2 Production and Distribution of Writing](#)

[LACC.68.WHST.2.4 :](#)

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

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Production and Distribution of Writing](#)

[LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Production and Distribution of Writing](#)

LACC.8.SL.1 Comprehension and Collaboration

LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.8.SL.2 Presentation of Knowledge and Ideas

LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

VA.68.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

VA.68.C.1.1 :

Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

VA.68.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

VA.68.C.2.2 :

Evaluate artwork objectively during group assessment to

	<p>determine areas for refinement.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
--	---

<u>VA.68.C.2.4 :</u>	<p>Use constructive criticism as a purposeful tool for artistic growth.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
-----------------------------	--

VA.68.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

<u>VA.68.C.3.2 :</u>	<p>Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p> <p>Remarks/Examples</p> <p>e.g., comparison, classification, cause and effect, reasoning, hypothesizing, critiquing</p>
-----------------------------	---

<u>VA.68.C.3.4 :</u>	<p>Compare the uses for artwork and utilitarian objects to determine their significance in society.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p>
-----------------------------	---

VA.68.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

<u>VA.68.F.1.2 :</u>	<p>Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</p>
-----------------------------	---

VA.68.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

<u>VA.68.F.2.4 :</u>	<p>Present research on the works of local artists and designers to understand the significance of art in the community.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Careers in and related to the arts significantly and positively impact</p>
-----------------------------	---

	local and global economies.
<u>VA.68.F.2.5 :</u>	<p>Create an artist statement to reflect on personal artwork for a portfolio or exhibition.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Careers in and related to the arts significantly and positively impact local and global economies.</p>

VA.68.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

<u>VA.68.F.3.2 :</u>	<p>Analyze the procedural and divergent thinking skills developed in visual art to identify a purpose for the communication of art ideas.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
-----------------------------	---

VA.68.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

<u>VA.68.H.1.4 :</u>	<p>Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
-----------------------------	---

VA.68.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

<u>VA.68.H.2.1 :</u>	<p>Describe how previous cultural trends have led to the development of new art styles.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
-----------------------------	---

<u>VA.68.H.2.2 :</u>	<p>Explain the impact artwork and utilitarian objects have on the human experience.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
-----------------------------	---

VA.68.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

<u>VA.68.H.3.1 :</u>	Discuss how knowledge and skills learned through the art-making
-----------------------------	---

and analysis processes are used to solve problems in non-art contexts.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

VA.68.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

VA.68.O.1.3 :

Combine creative and technical knowledge to produce visually strong works of art.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

VA.68.O.1.4 :

Create artworks that demonstrate skilled use of media to convey personal vision.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

VA.68.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

VA.68.O.2.1 :

Create new meaning in artworks through shared language, expressive content, and ideation.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

VA.68.O.2.3 :

Create a work of personal art using various media to solve an open-ended artistic problem.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

VA.68.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

VA.68.O.3.2 :

Discuss the communicative differences between specific two- and three-dimensional works of art.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

VA.68.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

<p><u>VA.68.S.1.1 :</u></p>	<p>Manipulate content, media, techniques, and processes to achieve communication with artistic intent. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p>
<p><u>VA.68.S.1.3 :</u></p>	<p>Use ideas from cultural, historical, and artistic references to create personal responses in personal artwork. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. Remarks/Examples e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history</p>

VA.68.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

<p><u>VA.68.S.3.2 :</u></p>	<p>Develop spontaneity and visual unity in artwork through repeated practice and refined craftsmanship. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>VA.68.S.3.3 :</u></p>	<p>Demonstrate understanding of safety protocols for media, tools, processes, and techniques. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>VA.68.S.3.4 :</u></p>	<p>Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., ethics, plagiarism, appropriation from the Internet and other sources</p>
<p><u>VA.68.S.3.5 :</u></p>	<p>Apply two-dimensional techniques and media to create or enhance</p>

three-dimensional artwork.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)



This document was generated by using CPALMS - www.cpalms.org

Course: M/J Three-Dimensional Studio Art 2 and Career Planning- 0101055

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4685.aspx>

BASIC INFORMATION

Course Title:	M/J Three-Dimensional Studio Art 2 and Career Planning
Course Number:	0101055
Course Abbreviated Title:	M/J 3D STU ART 2 CP
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Art - Visual Arts SubSubject: Art Comprehensive
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	<p>Students develop spatial relationships to create utilitarian forms or aesthetic structures. This course may include, but is not limited to, content in green or environmental design, sculpture, or ceramics. Students will examine subordinate and dominant components and implied line, and the processes and techniques for substitution may include draped, molded, or soft forms. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art form. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Students use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials. In tandem with their learning opportunities in 3-D Studio Art, students investigate careers in a wide variety of fields guided by the competencies required by Florida Statute.</p>

General Notes:

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

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

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

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

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

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

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

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

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

STANDARDS (19)

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

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

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

MACC.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:

MACC.6.G.1: Solve real-world and mathematical problems involving area, surface area, and volume.

MACC.7.G.1: Draw, construct and describe geometrical figures and describe the relationships between them.

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

<u>LACC.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>LACC.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.68.WHST.2.6:</u>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<u>LACC.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>LACC.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>LACC.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>VA.68.C.1.2:</u>	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
<u>VA.68.C.2.1:</u>	Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.
<u>VA.68.C.3.3:</u>	Use analytical skills to understand meaning and explain connections

	with other contexts.
<u>VA.68.F.2.2:</u>	Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design. Remarks/Examples e.g., exhibition, sale of art products, technology, entertainment
<u>VA.68.F.3.3:</u>	Collaborate with peers to complete an art task and develop leadership skills. Remarks/Examples e.g., task: voluntary, assigned; time: long-term group project
<u>VA.68.H.1.2:</u>	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
<u>VA.68.H.2.3:</u>	Describe the rationale for creating, collecting, exhibiting, and owning works of art. Remarks/Examples e.g., private, public, and personal art collections
<u>VA.68.O.1.2:</u>	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
<u>VA.68.O.3.1:</u>	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences. Remarks/Examples e.g., digital, presentation, artworks, video/motion
<u>VA.68.S.1.2:</u>	Use media, technology, and other resources to derive ideas for personal art-making.
<u>VA.68.S.3.3:</u>	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
<u>VA.68.S.3.4:</u>	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. Remarks/Examples e.g., ethics, plagiarism, appropriation from the Internet and other sources

VA.68.S.3.5:	Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.



This document was generated by using CPALMS - www.cpalms.org

	<p>and leaders in a global economy are embedded in the study of the arts.</p> <p>Remarks/Examples</p> <p>e.g., task: voluntary, assigned; time: long-term group project</p>
--	---

[VA.68.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

<u>VA.68.H.1.2 :</u>	<p>Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
---	--

<u>VA.68.H.1.4 :</u>	<p>Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist’s own history.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
---	---

[VA.68.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

<u>VA.68.H.2.3 :</u>	<p>Describe the rationale for creating, collecting, exhibiting, and owning works of art.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p> <p>Remarks/Examples</p> <p>e.g., private, public, and personal art collections</p>
---	---

[VA.68.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

<u>VA.68.H.3.2 :</u>	<p>Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p> <p>Remarks/Examples</p>
---	--

e.g., identify facts, ideas, problem-solving skills

VA.68.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

VA.68.O.1.2 :

Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

VA.68.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

VA.68.O.2.2 :

Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

VA.68.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

VA.68.O.3.1 :

Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

Remarks/Examples

e.g., digital, presentation, artworks, video/motion

VA.68.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

VA.68.S.1.2 :

Use media, technology, and other resources to derive ideas for personal art-making.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

VA.68.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

VA.68.S.2.2 :

Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

VA.68.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

VA.68.S.3.1 :

Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

VA.68.S.3.3 :

Demonstrate understanding of safety protocols for media, tools, processes, and techniques.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

VA.68.S.3.4 :

Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., ethics, plagiarism, appropriation from the Internet and other sources

VA.68.S.3.5 :

Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)



This document was generated by using CPALMS - www.cpalms.org

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
--	---

[VA.68.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

<p><u>VA.68.H.3.3 :</u></p>	<p>Create imaginative works to include background knowledge or information from other subjects. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields. Remarks/Examples</p> <hr/> <p>e.g., from history, environment, literary works</p>
------------------------------------	---

[VA.68.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

<p><u>VA.68.O.1.1 :</u></p>	<p>Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p>
------------------------------------	--

[VA.68.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

<p><u>VA.68.S.1.2 :</u></p>	<p>Use media, technology, and other resources to derive ideas for personal art-making. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p>
------------------------------------	--

[VA.68.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

<p><u>VA.68.S.2.2 :</u></p>	<p>Create artwork requiring sequentially ordered procedures and specified media to achieve intended results. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
------------------------------------	--

Course: M/J Two-Dimensional Studio Art 1-0101010

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4661.aspx>

BASIC INFORMATION

Course Title:	M/J Two-Dimensional Studio Art 1
Course Number:	0101010
Course Abbreviated Title:	M/J 2D STUDIO ART 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Art - Visual Arts SubSubject: Art Comprehensive
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	Students explore media and techniques used to create a variety of 2-D artworks through developing skills in drawing, painting, printmaking, and collage. Students practice, sketch, and manipulate the structural elements of art. Investigation of artworks from Western and non-Western cultures provide a means for students to expand their understanding and appreciation of the role of art in global culture. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

STANDARDS (25)

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

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

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

MACC.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:

MACC.6.G.1: Solve real-world and mathematical problems involving area, surface area, and volume.

MACC.7.G.1: Draw, construct and describe geometrical figures and describe the relationships between them.

LACC.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.

<p>LACC.6.SL.1.1:</p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 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.
<p>LACC.6.SL.1.2:</p>	<p>Interpret information presented in diverse media and formats (e.g.,</p>

	visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<u>LACC.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>LACC.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>LACC.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>LACC.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.68.WHST.2.6:</u>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<u>VA.68.C.1.3:</u>	Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work. Remarks/Examples e.g., personal, cultural, historical
<u>VA.68.C.2.3:</u>	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
<u>VA.68.C.3.1:</u>	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
<u>VA.68.F.1.1:</u>	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. Remarks/Examples e.g., potential to transfer and incorporate technological applications
<u>VA.68.F.2.1:</u>	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
<u>VA.68.F.3.4:</u>	Follow directions and complete art tasks in a timely manner to show

Course: M/J Three-Dimensional Studio Art 1-0101040

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4670.aspx>

BASIC INFORMATION

Course Title:	M/J Three-Dimensional Studio Art 1
Course Number:	0101040
Course Abbreviated Title:	M/J 3D STUDIO ART 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Art - Visual Arts SubSubject: Art Comprehensive
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	<p>Students begin an exploration of the structural elements of art used when creating 3-D forms. Additive and subtractive processes are used to manipulate and construct sculptural or ceramic forms in media that may include, but are not limited to clay, wood, plaster, found objects, and paper maché, with consideration of the workability, durability, cost, and toxicity of the media used. Student artists examine the effects of attention to detail, size, position, overlapping, visual pattern, and texture, and these considerations will be reflected in the surface and structural qualities of completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.</p>

STANDARDS (24)

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

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

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

MACC.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:

MACC.6.G.1: Solve real-world and mathematical problems involving area, surface area, and volume.

MACC.7.G.1: Draw, construct and describe geometrical figures and describe the relationships between them.

LACC.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.

<u>LACC.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>LACC.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>LACC.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>LACC.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>LACC.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.68.WHST.2.6:</u>	Use technology, including the Internet, to produce and publish

	writing and present the relationships between information and ideas clearly and efficiently.
<u>VA.68.C.1.3:</u>	Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work. Remarks/Examples e.g., personal, cultural, historical
<u>VA.68.C.2.3:</u>	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
<u>VA.68.C.3.1:</u>	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
<u>VA.68.F.1.1:</u>	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. Remarks/Examples e.g., potential to transfer and incorporate technological applications
<u>VA.68.F.2.1:</u>	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
<u>VA.68.F.3.4:</u>	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
<u>VA.68.H.1.2:</u>	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
<u>VA.68.H.2.4:</u>	Explain the purpose of public art in the community.
<u>VA.68.H.3.3:</u>	Create imaginative works to include background knowledge or information from other subjects. Remarks/Examples e.g., from history, environment, literary works
<u>VA.68.O.1.2:</u>	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
<u>VA.68.O.2.4:</u>	Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.

<p><u>VA.68.O.3.1:</u></p>	<p>Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences.</p> <p>Remarks/Examples</p> <p>e.g., digital, presentation, artworks, video/motion</p>
<p><u>VA.68.S.1.4:</u></p>	<p>Use accurate art vocabulary to explain the creative and art-making processes.</p>
<p><u>VA.68.S.2.1:</u></p>	<p>Organize the structural elements of art to achieve artistic goals when producing personal works of art.</p>
<p><u>VA.68.S.3.1:</u></p>	<p>Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.</p>
<p><u>VA.68.S.3.3:</u></p>	<p>Demonstrate understanding of safety protocols for media, tools, processes, and techniques.</p>
<p><u>VA.68.S.3.4:</u></p>	<p>Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.</p> <p>Remarks/Examples</p> <p>e.g., ethics, plagiarism, appropriation from the Internet and other sources</p>
<p><u>VA.68.S.3.5:</u></p>	<p>Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.</p>



Course: M/J Exploring Three-Dimensional Art-0101035

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4669.aspx>

BASIC INFORMATION

Course Title:	M/J Exploring Three-Dimensional Art
Course Number:	0101035
Course Abbreviated Title:	M/J EXPLORING 3D ART
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Art - Visual Arts SubSubject: Art Comprehensive
Course length:	Semester (S)
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	Students learn to translate their two-dimensional skills into three-dimensional forms through the exploration of natural, abstract, and synthetic sculptural forms using materials that may include, but are not limited to, clay, plaster, and mixed media for creative expression. These student artists develop perceptual, creative, technical, and problem-solving skills in a sculptural context as they design and produce works of art with personal expression. Students in M/J Exploring Three-Dimensional Art focus on use of safety procedures for process, media, and techniques. This course incorporates hands-on activities and consumption of art materials.

STANDARDS (22)

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

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

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

MACC.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:

MACC.6.G.1: Solve real-world and mathematical problems involving area, surface area, and volume.

MACC.7.G.1: Draw, construct and describe geometrical figures and describe the relationships between them.

LACC.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.

[LACC.6.SL.1 Comprehension and Collaboration](#)

[LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.6.SL.2 Presentation of Knowledge and Ideas](#)

[LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

[LACC.68.RST.2 Craft and Structure](#)

[LACC.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.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Craft and Structure](#)

[LACC.68.WHST.2 Production and Distribution of Writing](#)

[LACC.68.WHST.2.4 :](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Production and Distribution of Writing](#)

[LACC.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.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Production and Distribution of Writing](#)

[VA.68.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

[VA.68.C.1.1 :](#)

Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

[VA.68.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

[VA.68.C.2.3 :](#)

Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

[VA.68.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

VA.68.C.3.1 :

Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

VA.68.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

VA.68.F.1.1 :

Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

Remarks/Examples

e.g., potential to transfer and incorporate technological applications

VA.68.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

VA.68.F.2.1 :

Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

VA.68.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

VA.68.F.3.4 :

Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

VA.68.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

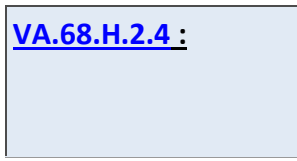
VA.68.H.1.2 :

Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.



Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

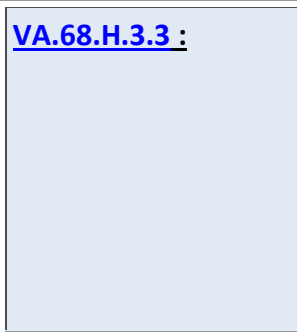
VA.68.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.



VA.68.H.2.4 :

Explain the purpose of public art in the community.
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

VA.68.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.



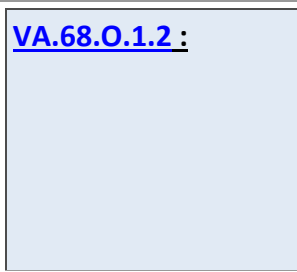
VA.68.H.3.3 :

Create imaginative works to include background knowledge or information from other subjects.
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

Remarks/Examples

e.g., from history, environment, literary works

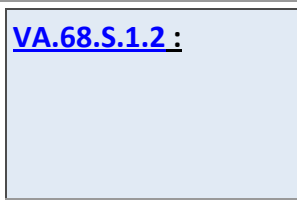
VA.68.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.



VA.68.O.1.2 :

Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

VA.68.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.



VA.68.S.1.2 :

Use media, technology, and other resources to derive ideas for personal art-making.
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

VA.68.S.2 Development of skills, techniques, and processes in the arts strengthens our

ability to remember, focus on, process, and sequence information.

VA.68.S.2.2 :

Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

VA.68.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

VA.68.S.3.1 :

Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

VA.68.S.3.3 :

Demonstrate understanding of safety protocols for media, tools, processes, and techniques.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

VA.68.S.3.4 :

Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., ethics, plagiarism, appropriation from the Internet and other sources

VA.68.S.3.5 :

Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)



This document was generated by using CPALMS - www.cpalms.org

Course: M/J Two-Dimensional Studio Art 3-0101026

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4667.aspx>

BASIC INFORMATION

Course Title:	M/J Two-Dimensional Studio Art 3
Course Number:	0101026
Course Abbreviated Title:	M/J 2D STUDIO ART 3
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Art - Visual Arts SubSubject: Art Comprehensive
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	Students extend to an advanced level techniques used to create a variety of 2-D artworks through developing skills in drawing, painting, printmaking, and collage. Students proficiently manipulate the structural elements of art with increasing independence to promote creative risk-taking in 2-D artwork. Investigation of artworks from Western and non-Western cultures provide a means for students to expand their understanding and appreciation of the role of art in global culture. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

STANDARDS (29)

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

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

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

MACC.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:

MACC.6.G.1: Solve real-world and mathematical problems involving area, surface area, and volume.

MACC.7.G.1: Draw, construct and describe geometrical figures and describe the relationships between them.

LACC.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.

[LACC.68.RST.2 Craft and Structure](#)

[LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.68.WHST.2 Production and Distribution of Writing](#)

[LACC.68.WHST.2.4 :](#)

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

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Production and Distribution of Writing](#)

[LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10
Belongs to: [Production and Distribution of Writing](#)

LACC.8.SL.1 Comprehension and Collaboration

LACC.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.
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Comprehension and Collaboration](#)

LACC.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.
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Comprehension and Collaboration](#)

LACC.8.SL.2 Presentation of Knowledge and Ideas

LACC.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.
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Presentation of Knowledge and Ideas](#)

VA.68.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

VA.68.C.1.2 :

Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

VA.68.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

VA.68.C.2.4 :

Use constructive criticism as a purposeful tool for artistic growth.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

VA.68.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

VA.68.C.3.2 :

Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

Remarks/Examples

e.g., comparison, classification, cause and effect, reasoning, hypothesizing, critiquing

VA.68.C.3.4 :

Compare the uses for artwork and utilitarian objects to determine their significance in society.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

VA.68.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

VA.68.F.1.2 :

Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

VA.68.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

VA.68.F.2.3 :

Identify art careers that have a financial impact on local communities.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

VA.68.F.2.4 :

Present research on the works of local artists and designers to understand the significance of art in the community.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

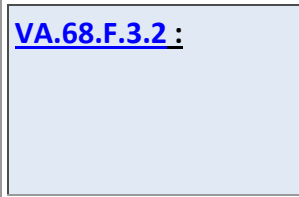
VA.68.F.2.5 :

Create an artist statement to reflect on personal artwork for a portfolio or exhibition.



Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

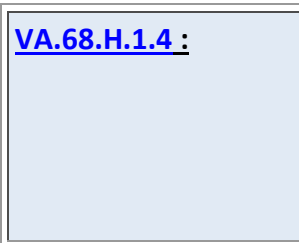
VA.68.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.



VA.68.F.3.2 :

Analyze the procedural and divergent thinking skills developed in visual art to identify a purpose for the communication of art ideas.
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

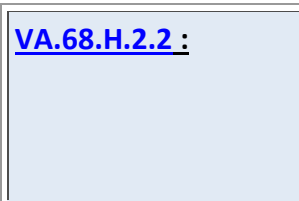
VA.68.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).



VA.68.H.1.4 :

Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist’s own history.
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

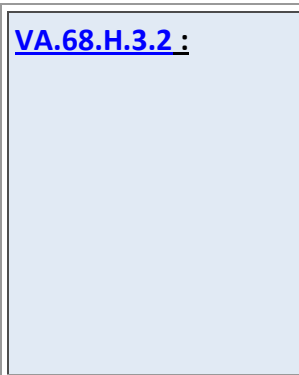
VA.68.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.



VA.68.H.2.2 :

Explain the impact artwork and utilitarian objects have on the human experience.
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

VA.68.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.



VA.68.H.3.2 :

Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

Remarks/Examples

e.g., identify facts, ideas, problem-solving skills

VA.68.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

VA.68.O.1.3 :

Combine creative and technical knowledge to produce visually strong works of art.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

VA.68.O.1.4 :

Create artworks that demonstrate skilled use of media to convey personal vision.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

VA.68.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

VA.68.O.2.1 :

Create new meaning in artworks through shared language, expressive content, and ideation.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

VA.68.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

VA.68.O.3.2 :

Discuss the communicative differences between specific two- and three-dimensional works of art.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

VA.68.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

VA.68.S.1.1 :

Manipulate content, media, techniques, and processes to achieve

	<p>communication with artistic intent. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p>
<p><u>VA.68.S.1.3 :</u></p>	<p>Use ideas from cultural, historical, and artistic references to create personal responses in personal artwork. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. Remarks/Examples e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history</p>
<p><u>VA.68.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</u></p>	
<p><u>VA.68.S.2.3 :</u></p>	<p>Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
<p><u>VA.68.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</u></p>	
<p><u>VA.68.S.3.2 :</u></p>	<p>Develop spontaneity and visual unity in artwork through repeated practice and refined craftsmanship. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>VA.68.S.3.3 :</u></p>	<p>Demonstrate understanding of safety protocols for media, tools, processes, and techniques. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>VA.68.S.3.4 :</u></p>	<p>Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>

	Remarks/Examples
	e.g., ethics, plagiarism, appropriation from the Internet and other sources



This document was generated by using CPALMS - www.cpalms.org

Course: M/J Two-Dimensional Studio Art 2 and Career Planning- 0101025

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4665.aspx>

BASIC INFORMATION

Course Title:	M/J Two-Dimensional Studio Art 2 and Career Planning
Course Number:	0101025
Course Abbreviated Title:	M/J 2D STUD ART 2 CP
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Art - Visual Arts SubSubject: Art Comprehensive
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students refine techniques used to create a variety of two-dimensional (2-D) artworks through developing skills in drawing, painting, printmaking, and collage. Students manipulate the structural elements of art with increasing independence to promote creative risk-taking in 2-D artwork. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. In tandem with their learning opportunities in 3-D Studio Art, they investigate careers in a wide variety of fields, including the visual and performing arts, guided by the competencies required by Florida Statute. This course incorporates hands-on activities and consumption of art materials.
General Notes:	Career and Education Planning - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must

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

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

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

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

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

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

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

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

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

STANDARDS (18)

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

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

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

MACC.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:

MACC.6.G.1: Solve real-world and mathematical problems involving area, surface area, and volume.

MACC.7.G.1: Draw, construct and describe geometrical figures and describe the relationships between them.

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

<u>LACC.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>LACC.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.68.WHST.2.6:</u>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<u>LACC.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>LACC.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>LACC.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>VA.68.C.1.2:</u>	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
<u>VA.68.C.3.3:</u>	Use analytical skills to understand meaning and explain connections with other contexts.
<u>VA.68.F.2.2:</u>	Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design. Remarks/Examples e.g., exhibition, sale of art products, technology, entertainment

<p><u>VA.68.F.3.3:</u></p>	<p>Collaborate with peers to complete an art task and develop leadership skills. Remarks/Examples</p> <p>e.g., task: voluntary, assigned; time: long-term group project</p>
<p><u>VA.68.H.1.4:</u></p>	<p>Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist’s own history.</p>
<p><u>VA.68.H.3.2:</u></p>	<p>Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. Remarks/Examples</p> <p>e.g., identify facts, ideas, problem-solving skills</p>
<p><u>VA.68.O.1.2:</u></p>	<p>Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.</p>
<p><u>VA.68.S.1.5:</u></p>	<p>Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.</p>
<p><u>VA.68.S.2.3:</u></p>	<p>Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.</p>
<p><u>VA.68.S.3.1:</u></p>	<p>Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.</p>
<p><u>VA.68.S.3.3:</u></p>	<p>Demonstrate understanding of safety protocols for media, tools, processes, and techniques.</p>
<p><u>VA.68.S.3.4:</u></p>	<p>Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. Remarks/Examples</p> <p>e.g., ethics, plagiarism, appropriation from the Internet and other sources</p>



This document was generated by using CPALMS - www.cpalms.org

	development of 21st-century skills.
<u>VA.68.H.1.2:</u>	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
<u>VA.68.H.2.3:</u>	Describe the rationale for creating, collecting, exhibiting, and owning works of art. Remarks/Examples e.g., private, public, and personal art collections
<u>VA.68.H.3.3:</u>	Create imaginative works to include background knowledge or information from other subjects. Remarks/Examples e.g., from history, environment, literary works
<u>VA.68.O.1.2:</u>	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
<u>VA.68.O.2.4:</u>	Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
<u>VA.68.O.3.1:</u>	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences. Remarks/Examples e.g., digital, presentation, artworks, video/motion
<u>VA.68.S.1.4:</u>	Use accurate art vocabulary to explain the creative and art-making processes.
<u>VA.68.S.2.1:</u>	Organize the structural elements of art to achieve artistic goals when producing personal works of art.
<u>VA.68.S.2.3:</u>	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.
<u>VA.68.S.3.1:</u>	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
<u>VA.68.S.3.3:</u>	Demonstrate understanding of safety protocols for media, tools,

	processes, and techniques.
<u>VA.68.S.3.4:</u>	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. Remarks/Examples e.g., ethics, plagiarism, appropriation from the Internet and other sources



This document was generated by using CPALMS - www.cpalms.org

Course: M/J Two-Dimensional Studio Art 2-0101020

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4663.aspx>

BASIC INFORMATION

Course Title:	M/J Two-Dimensional Studio Art 2
Course Number:	0101020
Course Abbreviated Title:	M/J 2D STUDIO ART 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Art - Visual Arts SubSubject: Art Comprehensive
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	Students refine techniques used to create a variety of two-dimensional (2-D) artworks through developing skills in drawing, painting, printmaking, and collage. Students manipulate the structural elements of art to promote creative risk-taking in 2-D artwork. Investigation of artworks from Western and non-Western cultures provides a means for students to expand their understanding and appreciation of the role of art in global culture. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

STANDARDS (23)

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

- MACC.K12.MP.5.1: Use appropriate tools strategically.
- MACC.K12.MP.6.1: Attend to precision.
- MACC.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:

- MACC.6.G.1: Solve real-world and mathematical problems involving area, surface area, and volume.
- MACC.7.G.1: Draw, construct and describe geometrical figures and describe the relationships between them.
- LACC.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.

LACC.68.RST.2 Craft and Structure

LACC.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.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Craft and Structure](#)

LACC.68.WHST.2 Production and Distribution of Writing

LACC.68.WHST.2.4 :

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Production and Distribution of Writing](#)

LACC.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.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Production and Distribution of Writing](#)

[LACC.7.SL.1 Comprehension and Collaboration](#)

[LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.7.SL.2 Presentation of Knowledge and Ideas](#)

[LACC.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

[VA.68.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

[VA.68.C.1.2 :](#)

Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

[VA.68.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

[VA.68.C.2.2 :](#)

Evaluate artwork objectively during group assessment to determine areas for refinement.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

[VA.68.C.3 The processes of critiquing works of art lead to development of critical-thinking](#)

skills transferable to other contexts.

VA.68.C.3.3 :

Use analytical skills to understand meaning and explain connections with other contexts.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

VA.68.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

VA.68.F.1.2 :

Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

VA.68.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

VA.68.F.2.2 :

Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., exhibition, sale of art products, technology, entertainment

VA.68.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

VA.68.F.3.3 :

Collaborate with peers to complete an art task and develop leadership skills.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

Remarks/Examples

e.g., task: voluntary, assigned; time: long-term group project

VA.68.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

VA.68.H.1.4 :

Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

VA.68.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

VA.68.H.2.3 :

Describe the rationale for creating, collecting, exhibiting, and owning works of art.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

Remarks/Examples

e.g., private, public, and personal art collections

VA.68.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

VA.68.H.3.2 :

Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

Remarks/Examples

e.g., identify facts, ideas, problem-solving skills

VA.68.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

VA.68.O.1.2 :

Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

VA.68.O.2 The structural rules and conventions of an art form serve as both a foundation

and departure point for creativity.

VA.68.O.2.3 :

Create a work of personal art using various media to solve an open-ended artistic problem.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

VA.68.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

VA.68.O.3.1 :

Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

Remarks/Examples

e.g., digital, presentation, artworks, video/motion

VA.68.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

VA.68.S.1.5 :

Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

VA.68.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

VA.68.S.2.3 :

Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

VA.68.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

<p><u>VA.68.S.3.1 :</u></p>	<p>Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>VA.68.S.3.3 :</u></p>	<p>Demonstrate understanding of safety protocols for media, tools, processes, and techniques. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>VA.68.S.3.4 :</u></p>	<p>Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <hr/> <p>e.g., ethics, plagiarism, appropriation from the Internet and other sources</p> <hr/>



This document was generated by using CPALMS - www.cpalms.org

VA.68.S.2.3 :

Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

VA.68.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

VA.68.S.3.3 :

Demonstrate understanding of safety protocols for media, tools, processes, and techniques.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

VA.68.S.3.4 :

Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., ethics, plagiarism, appropriation from the Internet and other sources

