

# Course: Chorus 2- 1303310

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4065.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Chorus 2
<b>Course Number:</b>	1303310
<b>Course Abbreviated Title:</b>	CHORUS 2
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Music</a> <b>SubSubject:</b> <a href="#">Choral Music</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	This year-long, beginning-level class, designed for students with one year of experience or less in a choral performing group, promotes the enjoyment and appreciation of music through performance of basic, high-quality choral music. Rehearsals focus on the development of critical listening/aural skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.
<b>General Notes:</b>	<p>All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p><b>Special Note:</b> This course may require students to participate in extra rehearsals and performances beyond the school day.</p>

## STANDARDS (39)

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

### [DA.912.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.912.F.3.8 :](#)

Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

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.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

#### [DA.912.S.2.1 :](#)

Sustain focused attention, respect, and discipline during class, rehearsal, and 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.](#)

### [LACC.910.RST.2 Craft and Structure](#)

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

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

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

### **[LACC.910.SL.1 Comprehension and Collaboration](#)**

#### **[LACC.910.SL.1.2 :](#)**

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

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

#### **[LACC.910.SL.1.3 :](#)**

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

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

### **[LACC.910.SL.2 Presentation of Knowledge and Ideas](#)**

#### **[LACC.910.SL.2.4 :](#)**

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

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

### **[LACC.910.WHST.2 Production and Distribution of Writing](#)**

#### **[LACC.910.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.910.WHST.3 Research to Build and Present Knowledge](#)**

#### **[LACC.910.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](#)

**[MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)**

**[MU.912.C.1.1 :](#)**

Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

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., listening maps, active listening, checklists

**[MU.912.C.1.2 :](#)**

Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.

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., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title

**[MU.912.C.1.4 :](#)**

Compare and perform a variety of vocal styles and ensembles.

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.](#)

**[MU.912.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)**

**[MU.912.C.2.1 :](#)**

Evaluate and make appropriate adjustments to personal performance in solo and ensembles.

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.](#)

**[MU.912.C.2.2 :](#)**

Evaluate performance quality in recorded and/or live performances.

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.](#)

**[MU.912.C.2.3 :](#)**

Evaluate one's own or other's compositions and/or improvisations



and generate improvements independently or cooperatively.

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.](#)

**MU.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.**

**MU.912.C.3.1 :**

Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.

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.](#)

**MU.912.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.**

**MU.912.F.3.1 :**

Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.

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.](#)

**MU.912.F.3.2 :**

Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.

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.](#)

**MU.912.F.3.3 :**

Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.

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.](#)

**MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).**

**MU.912.H.1.1 :**

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

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

	<p>Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a></p> <p>Remarks/Examples</p> <p>e.g., patriotic, folk, celebration, entertainment, spiritual</p>
<p><b><u>MU.912.H.1.2 :</u></b></p>	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a></p> <p>Remarks/Examples</p> <p>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
<p><b><u>MU.912.H.1.4 :</u></b></p>	<p>Analyze how Western music has been influenced by historical and current world cultures.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a></p>
<p><b><u>MU.912.H.1.5 :</u></b></p>	<p>Analyze music within cultures to gain understanding of authentic performance practices.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a></p>
<p><b><u>MU.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</u></b></p>	
<p><b><u>MU.912.H.2.1 :</u></b></p>	<p>Evaluate the social impact of music on specific historical periods.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</a></p>
<p><b><u>MU.912.H.2.4 :</u></b></p>	<p>Examine the effects of developing technology on composition, performance, and acquisition of music.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</a></p>
<p><b><u>MU.912.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></b></p>	
<p><b><u>MU.912.H.3.1 :</u></b></p>	<p>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound</p>

	<p>production affects musical performance.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</a>  Remarks/Examples</p> <hr/> <p>e.g., acoustics, sound amplification, materials, mechanics</p>
<p><b><u>MU.912.H.3.2 :</u></b></p>	<p>Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</a>  Remarks/Examples</p> <hr/> <p>e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking</p>
<p><b><u>MU.912.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></b></p>	
<p><b><u>MU.912.O.1.1 :</u></b></p>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</a>  Remarks/Examples</p> <hr/> <p>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<p><b><u>MU.912.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</u></b></p>	
<p><b><u>MU.912.O.2.1 :</u></b></p>	<p>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</a></p>

**MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.**

**MU.912.O.3.1 :**

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

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

**MU.912.O.3.2 :**

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

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.](#)

**MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.**

**MU.912.S.1.1 :**

Improvise rhythmic and melodic phrases over harmonic progressions.

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., using text or scat syllables

**MU.912.S.1.4 :**

Perform and notate, independently and accurately, melodies by ear.

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., singing, playing, writing

**MU.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.**

**MU.912.S.2.1 :**

Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

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., memorization, sequential process

**MU.912.S.2.2 :**

Transfer expressive elements and performance techniques from one piece of music 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.](#)

**MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.**

**MU.912.S.3.1 :**

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

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.](#)

**MU.912.S.3.2 :**

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

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., musical elements, expressive qualities, performance technique

**MU.912.S.3.3 :**

Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.

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.](#)

**MU.912.S.3.4 :**

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

	<p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a></p>
<p><b><u>MU.912.S.3.5 :</u></b></p>	<p>Develop and demonstrate proper vocal or instrumental technique.          Cognitive Complexity: N/A   Date Adopted or Revised:          Belongs to: <a href="#">Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a>          Remarks/Examples          e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>



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# Course: Chorus 3- 1303320

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4075.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Chorus 3
<b>Course Number:</b>	1303320
<b>Course Abbreviated Title:</b>	CHORUS 3
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Music</a> <b>SubSubject:</b> <a href="#">Choral Music</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	This year-long, formative class, designed for students with previous participation in a school chorus who have basic knowledge of note-reading and vocal technique, concentrates on providing students opportunities to strengthen existing skills in critical listening, vocal techniques, and ensemble performance using high-quality three- and four-part choral literature. Rehearsals focus on gaining independence in music literacy and aesthetic engagement through critical listening and thinking skills.
<b>General Notes:</b>	All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.  <b>Special Note:</b> This course requires students to participate in extra rehearsals and performances beyond the school day.

# Course: Peer Counseling 1- 1400300

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3839.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Peer Counseling 1
<b>Course Number:</b>	1400300
<b>Course Abbreviated Title:</b>	PEER COUN 1
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Music</a> <b>SubSubject:</b> <a href="#">Combined Courses</a>
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p>The purpose of this course is to enable students to develop basic knowledge and skills in communication, meeting human needs, and conflict resolution.</p> <p>The content should include the following:</p> <ul style="list-style-type: none"><li>• Demonstrate knowledge of the functions and responsibilities of peer facilitators (e.g., listening, confidentiality, team building, conflict resolution, intervention).</li><li>• Demonstrate awareness of varied behavioral responses to situational, environmental, and chemical elements; and the impact of subsequent decision-making on self and others.</li><li>• Demonstrate knowledge of basic human needs (e.g., food, clothing, shelter, recognition, development, security, identity) and the ways in which they can be met while developing group cohesion.</li></ul>



	<ul style="list-style-type: none"> <li>• Demonstrate use of basic facilitative communication skills (e.g., listening, questioning, feedback, paraphrasing, nonverbal communication, nonjudgmental response).</li> <li>• Identify own feelings and needs and communicate them in a positive way.</li> <li>• Demonstrate awareness of leadership styles (e.g., authoritarian, democratic, permissive).</li> <li>• Demonstrate awareness of methods for dealing with conflict (e.g., communication, assertion, avoidance, aggression) and steps to resolution (i.e., set rules, gather perspectives, identify needs and goals, create and evaluate options, and generate agreement)</li> <li>• Make inferences and justify conclusions from sample surveys, experiments, and observational studies.</li> </ul> <p><b>Special Notes:</b></p> <p><b>Instructional Practices</b> 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"> <li>1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.</li> <li>2. Making close reading and rereading of texts central to lesson.</li> <li>3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.</li> <li>4. Requiring students to support answers with evidence from the text.</li> <li>5. Providing extensive text-based research and writing opportunities (claims and evidence).</li> </ol>
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## STANDARDS (13)

<a href="#"><u>HE.912.B.3.1:</u></a>	Verify the validity of health information, products, and services. Remarks/Examples
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	<p>Understanding product-packaging claims, magazine articles, diet/nutritional supplements, energy drinks, exercise video or equipment, tanning salon, fitness club, health professionals, health-related community resources, CPR procedure, qualifications of service provider, type of service, type of product, product safety, and reliability.</p>
<a href="#"><u>HE.912.B.4.1:</u></a>	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Remarks/Examples</p> <p>Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
<a href="#"><u>HE.912.B.4.2:</u></a>	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Remarks/Examples</p> <p>Validate other's opinions, use direct statement, use active statement, and offer alternatives.</p>
<a href="#"><u>HE.912.B.4.3:</u></a>	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>Remarks/Examples</p> <p>Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
<a href="#"><u>HE.912.B.4.4:</u></a>	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Remarks/Examples</p> <p>Verbal and written communication, active listening, and how to seek help for a friend.</p>
<a href="#"><u>HE.912.B.5.3:</u></a>	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others.</p> <p>Remarks/Examples</p> <p>Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.</p>

<a href="#"><u>HE.912.B.5.5:</u></a>	Examine barriers that can hinder healthy decision making. Remarks/Examples Interpersonal, financial, environmental factors, and accessibility of health information.
<a href="#"><u>HE.912.C.1.1:</u></a>	Predict how healthy behaviors can affect health status. Remarks/Examples Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
<a href="#"><u>HE.912.C.1.2:</u></a>	Interpret the significance of interrelationships in mental/emotional, physical, and social health. Remarks/Examples Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
<a href="#"><u>HE.912.C.2.6:</u></a>	Evaluate the impact of technology on personal, family, and community health. Remarks/Examples Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.
<a href="#"><u>HE.912.P.8.3:</u></a>	Work cooperatively as an advocate for improving personal, family, and community health. Remarks/Examples Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.
<a href="#"><u>LACC.910.SL.1.1:</u></a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others'

	<p>ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<b><u>MACC.912.S-IC.2.6:</u></b>	Evaluate reports based on data.



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# Course: Peer Counseling 4- 1400330

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## BASIC INFORMATION

<b>Course Title:</b>	Peer Counseling 4
<b>Course Number:</b>	1400330
<b>Course Abbreviated Title:</b>	PEER COUN 4
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Music</a> <b>SubSubject:</b> <a href="#">Combined Courses</a>
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p>The purpose of this course is to enable students to develop advanced knowledge and skills in communication, personal and group dynamics, and conflict resolution. Emphasis will be on program development and intervention for students in the school and community.</p> <p>The content should include the following:</p> <ul style="list-style-type: none"><li>• Select and use appropriate, effective leadership and interpersonal skills and techniques in group settings.</li><li>• Demonstrate understanding of varied behavioral responses to situational, environmental, and chemical elements; and the impact of subsequent decision-making on self and others.</li><li>• Demonstrate use of advanced facilitative communication skills (listening, feedback, nonverbal communication, nonjudgmental response, repairing communication</li></ul>

breakdown).

- Demonstrate understanding of methods for dealing with conflict (communication, assertion, avoidance, aggression) and use strategies specific to varied types of conflict to facilitate resolution.
- Demonstrate knowledge of varied school and community resources (school counseling center, School Resource Officer, community mental health services, public health services, AIDS clinic, drug and alcohol intervention/prevention programs, rape crisis center, hotlines, Internet).
- Analyze feedback and previous assessments to identify current needs and issues within the school or community.
- Work cooperatively to plan, implement, and evaluate effective student programs designed to address needs and issues identified through assessment.

**Special Notes:**

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

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

# Course: Care and Prevention of Athletic Injuries- 1502490

## BASIC INFORMATION

<b>Course Title:</b>	Care and Prevention of Athletic Injuries
<b>Course Number:</b>	1502490
<b>Course Abbreviated Title:</b>	CARE/PREV OF ATH INJ
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Physical Education</a> <b>SubSubject:</b> <a href="#">General</a>
<b>Course length:</b>	Semester (S)
<b>Status:</b>	Draft - Board Approval Pending

## STANDARDS (24)

<b><a href="#">LACC.1112.RST.2 Craft and Structure</a></b>	
<b><a href="#">LACC.1112.RST.2.4 :</a></b>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning I Date Adopted or Revised: 12/10 Belongs to: <a href="#">Craft and Structure</a>
<b><a href="#">LACC.910.L.3 Vocabulary Acquisition and Use</a></b>	
<b><a href="#">LACC.910.L.3.4 :</a></b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. <ul style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g.,</li> </ul>

*analyze, analysis, analytical; advocate, advocacy).*

- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

### **[LACC.910.WHST.2 Production and Distribution of Writing](#)**

#### **[LACC.910.WHST.2.6 :](#)**

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

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

### **[MACC.912.S-ID.1 Summarize, represent, and interpret data on a single count or measurement variable](#)**

#### **[MACC.912.S-ID.1.2 :](#)**

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

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

Belongs to: [Summarize, represent, and interpret data on a single count or measurement variable](#)

Remarks/Examples

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

### **[MACC.912.S-MD.2 Use probability to evaluate outcomes of decisions](#)**



**MACC.912.S-MD.2.7**

:

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

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

Belongs to: [Use probability to evaluate outcomes of decisions](#)

**PE.912.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.912.C.2.10 :**

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

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.912.C.2.11 :**

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

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.](#)

Remarks/Examples

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

**PE.912.C.2.17 :**

Assess physiological effects of exercise during and after physical activity.

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.](#)

Remarks/Examples

Some examples are breathing, resting heart rate and blood pressure.

**PE.912.C.2.23 :**

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

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

Belongs to: [Identify, analyze and evaluate movement concepts, mechanical](#)

	<a href="#">principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</a>
<b><u>PE.912.C.2.25 :</u></b>	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#">Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</a>
<b><u>PE.912.C.2.26 :</u></b>	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#">Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</a>
<b><u>PE.912.C.2.7 :</u></b>	Evaluate the effectiveness of specific warm-up and cool-down activities. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#">Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</a>
<b><u>PE.912.C.2.8 :</u></b>	Differentiate between the three different types of heat illnesses associated with fluid loss. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#">Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</a> Remarks/Examples The three types of heat illnesses are heat cramps, heat exhaustion and heat stroke.
<b><u>PE.912.C.2.9 :</u></b>	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#">Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</a> Remarks/Examples Some examples of precautions are hydration and appropriate attire.
<b><u>PE.912.L.3 Participate regularly in physical activity.</u></b>	

**PE.912.L.3.6 :**

Identify risks and safety factors that may affect physical activity throughout life.

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

Belongs to: [Participate regularly in physical activity.](#)

**PE.912.L.4 Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.**

**PE.912.L.4.6 :**

Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.

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

Belongs to: [Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.](#)

**PE.912.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.**

**PE.912.M.1.14 :**

Utilize technology to assess, enhance and maintain health and skill-related fitness levels.

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.](#)

Remarks/Examples

Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes or digital cameras.

**PE.912.M.1.16 :**

Apply the principles of training and conditioning to accommodate individual needs and strengths.

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.](#)

Remarks/Examples

Some examples of training principles are overload, specificity and progression.

**PE.912.M.1.17 :**

Demonstrate basic cardiopulmonary resuscitation (CPR) procedures.

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.912.M.1.34 :**

Demonstrate use of the mechanical principles as they apply to specific course activities.

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.](#)

Remarks/Examples

Some examples are balance, force and leverage.

**PE.912.M.1.35 :**

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

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

**PE.912.R.5.4 :**

Maintain appropriate personal, social and ethical behavior while participating in a variety of 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.](#)

Remarks/Examples

Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.

**PE.912.R.5.5 :**

Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.

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

**PE.912.R.6.3 :**

Analyze the roles of games, sports and/or physical activities in other cultures.

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.](#)



# Course: Basketball- 1503310

## BASIC INFORMATION

<b>Course Title:</b>	Basketball
<b>Course Number:</b>	1503310
<b>Course Abbreviated Title:</b>	BASKETBALL
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Physical Education</a> <b>SubSubject:</b> <a href="#">Team</a>
<b>Course length:</b>	Semester (S)
<b>Status:</b>	Draft - Board Approval Pending

## STANDARDS (30)

<b><u><a href="#">LACC.910.SL.1 Comprehension and Collaboration</a></u></b>	
<b><u><a href="#">LACC.910.SL.1.1 :</a></u></b>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"><li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li><li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li><li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li></ul>

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

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

**[MACC.912.S-ID.1 Summarize, represent, and interpret data on a single count or measurement variable](#)**

**[MACC.912.S-ID.1.2 :](#)**

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

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

Belongs to: [Summarize, represent, and interpret data on a single count or measurement variable](#)

Remarks/Examples

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**[PE.912.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.912.C.2.20 :](#)**

Identify appropriate methods to resolve physical conflict.

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.912.C.2.21 :](#)**

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

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><b><u>PE.912.C.2.22 :</u></b></p>	<p>Explain the skill-related components of fitness and how they enhance performance levels.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</a>  Remarks/Examples</p> <hr/> <p>The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.</p>
<p><b><u>PE.912.C.2.23 :</u></b></p>	<p>Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</a></p>
<p><b><u>PE.912.C.2.24 :</u></b></p>	<p>Analyze the mechanical principles as they apply to specific course activities.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</a>  Remarks/Examples</p> <hr/> <p>Some examples are balance, force and leverage.</p>
<p><b><u>PE.912.C.2.25 :</u></b></p>	<p>Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</a></p>
<p><b><u>PE.912.C.2.26 :</u></b></p>	<p>Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</a></p>
<p><b><u>PE.912.C.2.28 :</u></b></p>	<p>Interpret and apply the rules associated with specific course activities.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</a></p>



[performance in a variety of physical activities.](#)

**[PE.912.L.3 Participate regularly in physical activity.](#)**

**[PE.912.L.3.4 :](#)**

Identify the in-school opportunities for participation in a variety of physical activities.

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

Belongs to: [Participate regularly in physical activity.](#)

**[PE.912.L.3.5 :](#)**

Identify the community opportunities for participation in a variety of physical activities.

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

Belongs to: [Participate regularly in physical activity.](#)

**[PE.912.L.3.6 :](#)**

Identify risks and safety factors that may affect physical activity throughout life.

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

Belongs to: [Participate regularly in physical activity.](#)

**[PE.912.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)**

**[PE.912.M.1.10 :](#)**

Apply sport specific skills in simulation and in real-life applications.

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.](#)

Remarks/Examples

An example of a simulation is a practice setting or lead up activity. An example of a real-life application is a game or performance setting.

**[PE.912.M.1.15 :](#)**

Select and apply sport/activity specific 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.912.M.1.24 :](#)**

Apply a combination of complex movement patterns in a game setting.

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.912.M.1.25 :](#)**

Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.

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

	Belongs to: <a href="#">Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a>
<b><u>PE.912.M.1.26 :</u></b>	Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#">Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a> Remarks/Examples An example is placing a shot in an open area away from opponent.
<b><u>PE.912.M.1.30 :</u></b>	Combine and apply movement patterns from simple to complex. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#">Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a>
<b><u>PE.912.M.1.31 :</u></b>	Demonstrate advanced offensive, defensive and transition strategies and tactics. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#">Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a>
<b><u>PE.912.M.1.32 :</u></b>	Apply sport specific skills in a variety of game settings. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#">Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a>
<b><u>PE.912.M.1.33 :</u></b>	Practice complex motor activities in order to improve performance. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#">Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a>
<b><u>PE.912.M.1.34 :</u></b>	Demonstrate use of the mechanical principles as they apply to specific course activities. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#">Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a> Remarks/Examples Some examples are balance, force and leverage.
<b><u>PE.912.M.1.35 :</u></b>	Select proper equipment and apply all appropriate safety procedures necessary for participation. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#">Demonstrate competency in many, and proficiency in a few,</a>

	<a href="#">movement forms from a variety of categories.</a>
<b><u>PE.912.M.1.5 :</u></b>	<p>Apply strategies for self improvement based on individual strengths and needs.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#">Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a></p>
<b><u>PE.912.R.5 Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</u></b>	
<b><u>PE.912.R.5.2 :</u></b>	<p>Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#">Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</a></p>
<b><u>PE.912.R.5.3 :</u></b>	<p>Demonstrate sportsmanship during game situations.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#">Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</a></p> <p>Remarks/Examples</p> <p>Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p>
<b><u>PE.912.R.5.4 :</u></b>	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#">Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</a></p> <p>Remarks/Examples</p> <p>Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
<b><u>PE.912.R.5.5 :</u></b>	<p>Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#">Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</a></p>
<b><u>PE.912.R.6 Value physical activity for health, enjoyment, challenge, self-expression, and/or</u></b>	

social interaction.

PE.912.R.6.3 :

Analyze the roles of games, sports and/or physical activities in other cultures.

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.](#)

# Course: Aerobics 3- 1503420

## BASIC INFORMATION

<b>Course Title:</b>	Aerobics 3
<b>Course Number:</b>	1503420
<b>Course Abbreviated Title:</b>	AEROBICS 3
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Physical Education</a> <b>SubSubject:</b> <a href="#">Fitness</a>
<b>Course length:</b>	Semester (S)
<b>Status:</b>	State Board Approved

## STANDARDS (27)

<b><a href="#">LACC.910.SL.1 Comprehension and Collaboration</a></b>	
<b><a href="#">LACC.910.SL.1.1 :</a></b>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"><li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li><li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li><li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li></ul>

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

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

**[MACC.912.A-REI.4 Represent and solve equations and inequalities graphically](#)**

**[MACC.912.A-REI.4.10 :](#)**

Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

Cognitive Complexity: Level 1: Recall | Date Adopted or Revised: 12/10  
Belongs to: [Represent and solve equations and inequalities graphically](#)

Remarks/Examples

Algebra 1, Unit 2: For A.REI.10, focus on linear and exponential equations and be able to adapt and apply that learning to other types of equations in future courses.

**[MACC.912.S-ID.1 Summarize, represent, and interpret data on a single count or measurement variable](#)**

**[MACC.912.S-ID.1.2 :](#)**

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

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

Belongs to: [Summarize, represent, and interpret data on a single count or measurement variable](#)

Remarks/Examples

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**[PE.912.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.912.C.2.12 :**

Compare and contrast aerobic versus anaerobic activities.  
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.912.C.2.17 :**

Assess physiological effects of exercise during and after physical activity.  
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.](#)  
Remarks/Examples  
Some examples are breathing, resting heart rate and blood pressure.

**PE.912.C.2.19 :**

Choreograph complex sequences individually, with a partner or in a small group.  
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.912.C.2.23 :**

Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.  
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.912.C.2.25 :**

Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.  
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.912.C.2.7 :**

Evaluate the effectiveness of specific warm-up and cool-down activities.  
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.912.L.3 Participate regularly in physical activity.**

<b><u>PE.912.L.3.1 :</u></b>	<p>Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity beyond physical education on five or more days of the week.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#">Participate regularly in physical activity.</a></p>
<b><u>PE.912.L.3.2 :</u></b>	<p>Participate in a variety of activities that promote the health-related components of fitness.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#">Participate regularly in physical activity.</a></p> <p>Remarks/Examples</p> <p>The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
<b><u>PE.912.L.3.3 :</u></b>	<p>Identify a variety of activities that promote effective stress management.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#">Participate regularly in physical activity.</a></p>
<b><u>PE.912.L.3.4 :</u></b>	<p>Identify the in-school opportunities for participation in a variety of physical activities.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#">Participate regularly in physical activity.</a></p>
<b><u>PE.912.L.3.5 :</u></b>	<p>Identify the community opportunities for participation in a variety of physical activities.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#">Participate regularly in physical activity.</a></p>
<b><u>PE.912.L.3.6 :</u></b>	<p>Identify risks and safety factors that may affect physical activity throughout life.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#">Participate regularly in physical activity.</a></p>

**PE.912.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.**

<b><u>PE.912.M.1.13 :</u></b>	<p>Perform a student-designed cardiorespiratory enhancing workout.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#">Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a></p>
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<a href="#"><u>PE.912.M.1.30 :</u></a>	<p>Combine and apply movement patterns from simple to complex.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#"><u>Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</u></a></p>
<a href="#"><u>PE.912.M.1.35 :</u></a>	<p>Select proper equipment and apply all appropriate safety procedures necessary for participation.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#"><u>Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</u></a></p>
<a href="#"><u>PE.912.M.1.5 :</u></a>	<p>Apply strategies for self improvement based on individual strengths and needs.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#"><u>Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</u></a></p>
<a href="#"><u>PE.912.M.1.6 :</u></a>	<p>Select appropriate music for dance forms and choreograph dance movements to music.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#"><u>Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</u></a></p>
<a href="#"><u>PE.912.M.1.7 :</u></a>	<p>Perform advanced dance sequences from a variety of dances accurately.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#"><u>Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</u></a></p> <p>Remarks/Examples</p> <hr/> <p>Some examples of dances are hip-hop, social, step and line.</p> <hr/>
<a href="#"><u>PE.912.M.1.8 :</u></a>	<p>Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#"><u>Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</u></a></p>
<a href="#"><u>PE.912.M.1.9 :</u></a>	<p>Demonstrate complex skills and advanced rhythmic movements in dance.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#"><u>Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</u></a></p> <p>Remarks/Examples</p> <hr/> <p>Some examples are line, hip-hop, country and folk.</p> <hr/>

[PE.912.R.5 Exhibit responsible personal and social behavior that respects self and others in](#)

**physical-activity settings.**

**PE.912.R.5.2 :**

Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of 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.](#)

**PE.912.R.5.4 :**

Maintain appropriate personal, social and ethical behavior while participating in a variety of 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.](#)

**Remarks/Examples**

Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.

**PE.912.R.5.5 :**

Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.  
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.912.R.6 Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

**PE.912.R.6.3 :**

Analyze the roles of games, sports and/or physical activities in other cultures.  
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.](#)

# Course: Aerobics 2- 1503410

## BASIC INFORMATION

<b>Course Title:</b>	Aerobics 2
<b>Course Number:</b>	1503410
<b>Course Abbreviated Title:</b>	AEROBICS 2
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Physical Education</a> <b>SubSubject:</b> <a href="#">Fitness</a>
<b>Course length:</b>	Semester (S)
<b>Status:</b>	Draft - Board Approval Pending

## STANDARDS (27)

<b><u><a href="#">LACC.910.SL.1 Comprehension and Collaboration</a></u></b>	
<b><u><a href="#">LACC.910.SL.1.1 :</a></u></b>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"><li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li><li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li><li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li></ul>

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

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

**[MACC.912.S-ID.1 Summarize, represent, and interpret data on a single count or measurement variable](#)**

**[MACC.912.S-ID.1.2 :](#)**

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

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

Belongs to: [Summarize, represent, and interpret data on a single count or measurement variable](#)

Remarks/Examples

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

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

Compare and contrast aerobic versus anaerobic activities.

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.912.C.2.15 :](#)**

Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.

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><b><u>PE.912.C.2.16 :</u></b></p>	<p>Explain the methods of monitoring levels of intensity during aerobic activity.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</a>  Remarks/Examples  Some examples are a talk test, rate of perceived exertion and checking one's heart rate/pulse.</p>
<p><b><u>PE.912.C.2.17 :</u></b></p>	<p>Assess physiological effects of exercise during and after physical activity.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</a>  Remarks/Examples  Some examples are breathing, resting heart rate and blood pressure.</p>
<p><b><u>PE.912.C.2.19 :</u></b></p>	<p>Choreograph complex sequences individually, with a partner or in a small group.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</a></p>
<p><b><u>PE.912.C.2.23 :</u></b></p>	<p>Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</a></p>
<p><b><u>PE.912.L.3 Participate regularly in physical activity.</u></b></p>	
<p><b><u>PE.912.L.3.1 :</u></b></p>	<p>Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity beyond physical education on five or more days of the week.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Participate regularly in physical activity.</a></p>
<p><b><u>PE.912.L.3.2 :</u></b></p>	<p>Participate in a variety of activities that promote the health-related</p>

	<p>components of fitness.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Participate regularly in physical activity.</a>  Remarks/Examples</p> <p>The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
<p><b><u><a href="#">PE.912.L.3.3 :</a></u></b></p>	<p>Identify a variety of activities that promote effective stress management.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Participate regularly in physical activity.</a></p>
<p><b><u><a href="#">PE.912.L.3.4 :</a></u></b></p>	<p>Identify the in-school opportunities for participation in a variety of physical activities.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Participate regularly in physical activity.</a></p>
<p><b><u><a href="#">PE.912.L.3.5 :</a></u></b></p>	<p>Identify the community opportunities for participation in a variety of physical activities.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Participate regularly in physical activity.</a></p>
<p><b><u><a href="#">PE.912.L.3.6 :</a></u></b></p>	<p>Identify risks and safety factors that may affect physical activity throughout life.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Participate regularly in physical activity.</a></p>
<p><b><u><a href="#">PE.912.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a></u></b></p>	
<p><b><u><a href="#">PE.912.M.1.13 :</a></u></b></p>	<p>Perform a student-designed cardiorespiratory enhancing workout.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a></p>
<p><b><u><a href="#">PE.912.M.1.14 :</a></u></b></p>	<p>Utilize technology to assess, enhance and maintain health and skill-related fitness levels.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a>  Remarks/Examples</p> <p>Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes or digital cameras.</p>

<b><u>PE.912.M.1.30 :</u></b>	<p>Combine and apply movement patterns from simple to complex.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a></p>
<b><u>PE.912.M.1.35 :</u></b>	<p>Select proper equipment and apply all appropriate safety procedures necessary for participation.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a></p>
<b><u>PE.912.M.1.5 :</u></b>	<p>Apply strategies for self improvement based on individual strengths and needs.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a></p>
<b><u>PE.912.M.1.6 :</u></b>	<p>Select appropriate music for dance forms and choreograph dance movements to music.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a></p>
<b><u>PE.912.M.1.7 :</u></b>	<p>Perform advanced dance sequences from a variety of dances accurately.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a></p> <p>Remarks/Examples</p> <p>Some examples of dances are hip-hop, social, step and line.</p>
<b><u>PE.912.M.1.8 :</u></b>	<p>Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a></p>
<b><u>PE.912.M.1.9 :</u></b>	<p>Demonstrate complex skills and advanced rhythmic movements in dance.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a></p> <p>Remarks/Examples</p> <p>Some examples are line, hip-hop, country and folk.</p>

**[PE.912.R.5 Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.](#)**

**[PE.912.R.5.2 :](#)**

Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of 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.](#)

**[PE.912.R.5.4 :](#)**

Maintain appropriate personal, social and ethical behavior while participating in a variety of 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.](#)

**Remarks/Examples**

Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.

**[PE.912.R.5.5 :](#)**

Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.  
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.912.R.6 Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.](#)**

**[PE.912.R.6.3 :](#)**

Analyze the roles of games, sports and/or physical activities in other cultures.  
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.](#)



# Course: Aerobics 1- 1503400

## BASIC INFORMATION

<b>Course Title:</b>	Aerobics 1
<b>Course Number:</b>	1503400
<b>Course Abbreviated Title:</b>	AEROBICS 1
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Physical Education</a> <b>SubSubject:</b> <a href="#">Fitness</a>
<b>Course length:</b>	Semester (S)
<b>Status:</b>	Draft - Board Approval Pending

## STANDARDS (20)

<b><a href="#">LACC.910.SL.1 Comprehension and Collaboration</a></b>	
<b><a href="#">LACC.910.SL.1.1 :</a></b>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"><li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li><li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li><li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li></ul>

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

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

**MACC.912.S-ID.1 Summarize, represent, and interpret data on a single count or measurement variable**

**MACC.912.S-ID.1.2 :**

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

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

Belongs to: [Summarize, represent, and interpret data on a single count or measurement variable](#)

Remarks/Examples

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**PE.912.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.912.C.2.15 :**

Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.

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.912.C.2.16 :**

Explain the methods of monitoring levels of intensity during aerobic activity.

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>Remarks/Examples</p> <p>Some examples are a talk test, rate of perceived exertion and checking one's heart rate/pulse.</p>
<p><a href="#"><u>PE.912.C.2.2 :</u></a></p>	<p>Apply terminology and etiquette in dance. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#"><u>Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</u></a></p>
<p><a href="#"><u>PE.912.C.2.23 :</u></a></p>	<p>Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#"><u>Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</u></a></p>
<p><a href="#"><u>PE.912.C.2.5 :</u></a></p>	<p>Analyze the relationship between music and dance. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#"><u>Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</u></a></p>
<p><b><a href="#"><u>PE.912.L.3 Participate regularly in physical activity.</u></a></b></p>	
<p><a href="#"><u>PE.912.L.3.1 :</u></a></p>	<p>Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity beyond physical education on five or more days of the week. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#"><u>Participate regularly in physical activity.</u></a></p>
<p><a href="#"><u>PE.912.L.3.2 :</u></a></p>	<p>Participate in a variety of activities that promote the health-related components of fitness. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#"><u>Participate regularly in physical activity.</u></a></p> <p>Remarks/Examples</p> <p>The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
<p><a href="#"><u>PE.912.L.3.3 :</u></a></p>	<p>Identify a variety of activities that promote effective stress management. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p>

	Belongs to: <a href="#">Participate regularly in physical activity.</a>
<b><u>PE.912.L.3.6 :</u></b>	Identify risks and safety factors that may affect physical activity throughout life. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#">Participate regularly in physical activity.</a>

**PE.912.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.**

<b><u>PE.912.M.1.14 :</u></b>	Utilize technology to assess, enhance and maintain health and skill-related fitness levels. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#">Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a> Remarks/Examples Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes or digital cameras.
<b><u>PE.912.M.1.15 :</u></b>	Select and apply sport/activity specific warm-up and cool-down techniques. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#">Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a>
<b><u>PE.912.M.1.35 :</u></b>	Select proper equipment and apply all appropriate safety procedures necessary for participation. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#">Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a>
<b><u>PE.912.M.1.5 :</u></b>	Apply strategies for self improvement based on individual strengths and needs. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#">Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a>
<b><u>PE.912.M.1.8 :</u></b>	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#">Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a>

**PE.912.R.5 Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.**

**PE.912.R.5.2 :**

Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of 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.](#)

**PE.912.R.5.4 :**

Maintain appropriate personal, social and ethical behavior while participating in a variety of 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.](#)

**Remarks/Examples**

Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.

**PE.912.R.5.5 :**

Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.  
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.912.R.6 Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

**PE.912.R.6.3 :**

Analyze the roles of games, sports and/or physical activities in other cultures.  
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.](#)

# Course: Gymnastics 1- 1502300

## BASIC INFORMATION

<b>Course Title:</b>	Gymnastics 1
<b>Course Number:</b>	1502300
<b>Course Abbreviated Title:</b>	GYMNASTICS 1
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Physical Education</a> <b>SubSubject:</b> <a href="#">Individual and Dual</a>
<b>Course length:</b>	Semester (S)
<b>Status:</b>	Draft - Board Approval Pending

## STANDARDS (19)

### [LACC.910.SL.1 Comprehension and Collaboration](#)

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

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

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

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

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

**[MACC.912.S-ID.1 Summarize, represent, and interpret data on a single count or measurement variable](#)**

**[MACC.912.S-ID.1.2 :](#)**

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

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

Belongs to: [Summarize, represent, and interpret data on a single count or measurement variable](#)

Remarks/Examples

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

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

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

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.912.C.2.26 :](#)**

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

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.912.L.3 Participate regularly in physical activity.**

**PE.912.L.3.6 :**

Identify risks and safety factors that may affect physical activity throughout life.

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

Belongs to: [Participate regularly in physical activity.](#)

**PE.912.L.4 Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.**

**PE.912.L.4.5 :**

Apply the principles of training to personal fitness goals.

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

Belongs to: [Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.](#)

Remarks/Examples

Some examples of training principles are overload, specificity and progression.

**PE.912.L.4.7 :**

Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.

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

Belongs to: [Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.](#)

**PE.912.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.**

**PE.912.M.1.15 :**

Select and apply sport/activity specific 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.912.M.1.16 :**

Apply the principles of training and conditioning to accommodate individual needs and strengths.

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.](#)

Remarks/Examples

Some examples of training principles are overload, specificity and progression.

**PE.912.M.1.18 :**

Demonstrate a variety of gymnastics skills with a level of control.



	<p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13          Belongs to: <a href="#">Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a></p>
<b><u>PE.912.M.1.19 :</u></b>	<p>Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.          Cognitive Complexity: N/A   Date Adopted or Revised: 04/13          Belongs to: <a href="#">Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a></p>
<b><u>PE.912.M.1.20 :</u></b>	<p>Perform complex combinations and sequences demonstrating smooth transitions while alone, with a partner or in a small group.          Cognitive Complexity: N/A   Date Adopted or Revised: 04/13          Belongs to: <a href="#">Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a></p>
<b><u>PE.912.M.1.34 :</u></b>	<p>Demonstrate use of the mechanical principles as they apply to specific course activities.          Cognitive Complexity: N/A   Date Adopted or Revised: 04/13          Belongs to: <a href="#">Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a>          Remarks/Examples          Some examples are balance, force and leverage.</p>
<b><u>PE.912.M.1.35 :</u></b>	<p>Select proper equipment and apply all appropriate safety procedures necessary for participation.          Cognitive Complexity: N/A   Date Adopted or Revised: 04/13          Belongs to: <a href="#">Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a></p>
<b><u>PE.912.M.1.5 :</u></b>	<p>Apply strategies for self improvement based on individual strengths and needs.          Cognitive Complexity: N/A   Date Adopted or Revised: 04/13          Belongs to: <a href="#">Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a></p>
<b><u>PE.912.R.5 Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</u></b>	
<b><u>PE.912.R.5.1 :</u></b>	<p>Describe ways to act independently of peer pressure during physical activities.          Cognitive Complexity: N/A   Date Adopted or Revised: 04/13          Belongs to: <a href="#">Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</a></p>
<b><u>PE.912.R.5.4 :</u></b>	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p>

	<p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13          Belongs to: <a href="#">Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</a>          Remarks/Examples</p> <p>Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
<p><b><u>PE.912.R.5.5 :</u></b></p>	<p>Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.          Cognitive Complexity: N/A   Date Adopted or Revised: 04/13          Belongs to: <a href="#">Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</a></p>
<p><b><u>PE.912.R.6 Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</u></b></p>	
<p><b><u>PE.912.R.6.3 :</u></b></p>	<p>Analyze the roles of games, sports and/or physical activities in other cultures.          Cognitive Complexity: N/A   Date Adopted or Revised: 04/13          Belongs to: <a href="#">Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</a></p>

# Course: Golf 2- 1504410

## BASIC INFORMATION

<b>Course Title:</b>	Golf 2
<b>Course Number:</b>	1504410
<b>Course Abbreviated Title:</b>	GOLF 2
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Physical Education</a> <b>SubSubject:</b> <a href="#">Individual and Dual</a>
<b>Course length:</b>	Semester (S)
<b>Status:</b>	Draft - Board Approval Pending

## STANDARDS (21)

<b><u><a href="#">LACC.910.SL.1 Comprehension and Collaboration</a></u></b>	
<b><u><a href="#">LACC.910.SL.1.1 :</a></u></b>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"><li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li><li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li><li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li></ul>

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

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

**[MACC.912.S-ID.1 Summarize, represent, and interpret data on a single count or measurement variable](#)**

**[MACC.912.S-ID.1.2 :](#)**

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

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

Belongs to: [Summarize, represent, and interpret data on a single count or measurement variable](#)

Remarks/Examples

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

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

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

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.912.C.2.26 :](#)**

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

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.912.C.2.28 :**

Interpret and apply the rules associated with specific course activities.

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.912.C.2.9 :**

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

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.](#)

Remarks/Examples

Some examples of precautions are hydration and appropriate attire.

**PE.912.L.3 Participate regularly in physical activity.**

**PE.912.L.3.3 :**

Identify a variety of activities that promote effective stress management.

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

Belongs to: [Participate regularly in physical activity.](#)

**PE.912.L.3.4 :**

Identify the in-school opportunities for participation in a variety of physical activities.

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

Belongs to: [Participate regularly in physical activity.](#)

**PE.912.L.3.5 :**

Identify the community opportunities for participation in a variety of physical activities.

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

Belongs to: [Participate regularly in physical activity.](#)

**PE.912.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.**

**PE.912.M.1.10 :**

Apply sport specific skills in simulation and in real-life applications.

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.](#)

Remarks/Examples

An example of a simulation is a practice setting or lead up activity. An example of a real-life application is a game or

	performance setting.
<a href="#"><u>PE.912.M.1.22 :</u></a>	<p>Demonstrate proficiency in advanced combinations of motor skills for a variety of individual and dual sports.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#"><u>Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</u></a></p>
<a href="#"><u>PE.912.M.1.23 :</u></a>	<p>Demonstrate proficiency of critical elements when striking with objects, implements or body parts.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#"><u>Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</u></a></p>
<a href="#"><u>PE.912.M.1.25 :</u></a>	<p>Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#"><u>Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</u></a></p>
<a href="#"><u>PE.912.M.1.33 :</u></a>	<p>Practice complex motor activities in order to improve performance.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#"><u>Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</u></a></p>
<a href="#"><u>PE.912.M.1.34 :</u></a>	<p>Demonstrate use of the mechanical principles as they apply to specific course activities.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#"><u>Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</u></a></p> <p>Remarks/Examples</p> <p>Some examples are balance, force and leverage.</p>
<a href="#"><u>PE.912.M.1.35 :</u></a>	<p>Select proper equipment and apply all appropriate safety procedures necessary for participation.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#"><u>Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</u></a></p>
<a href="#"><u>PE.912.M.1.5 :</u></a>	<p>Apply strategies for self improvement based on individual strengths and needs.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#"><u>Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</u></a></p>

**[PE.912.R.5 Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.](#)**

**[PE.912.R.5.3 :](#)**

Demonstrate sportsmanship during game situations.

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.](#)

Remarks/Examples

Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.

**[PE.912.R.5.4 :](#)**

Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.

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.](#)

Remarks/Examples

Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.

**[PE.912.R.5.5 :](#)**

Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.

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

**[PE.912.R.6.3 :](#)**

Analyze the roles of games, sports and/or physical activities in other cultures.

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.](#)





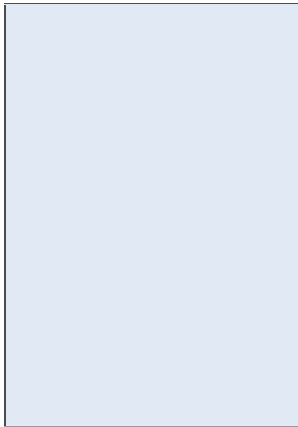
# Course: Golf 1- 1504400

## BASIC INFORMATION

<b>Course Title:</b>	Golf 1
<b>Course Number:</b>	1504400
<b>Course Abbreviated Title:</b>	GOLF 1
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Physical Education</a> <b>SubSubject:</b> <a href="#">Individual and Dual</a>
<b>Course length:</b>	Semester (S)
<b>Status:</b>	Draft - Board Approval Pending

## STANDARDS (22)

<b><a href="#">LACC.910.SL.1 Comprehension and Collaboration</a></b>	
<b><a href="#">LACC.910.SL.1.1 :</a></b>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"><li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li><li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li><li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and</li></ol>



conclusions.

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

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

Belongs to: [Comprehension and Collaboration](#)

**MACC.912.S-ID.1 Summarize, represent, and interpret data on a single count or measurement variable**

**MACC.912.S-ID.1.2 :**

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

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

Belongs to: [Summarize, represent, and interpret data on a single count or measurement variable](#)

Remarks/Examples

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**PE.912.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.912.C.2.23 :**

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

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.912.C.2.24 :**

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

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](#)

	<p><a href="#">performance in a variety of physical activities.</a></p> <p>Remarks/Examples</p> <p>Some examples are balance, force and leverage.</p>
<p><b><u><a href="#">PE.912.C.2.26 :</a></u></b></p>	<p>Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#">Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</a></p>
<p><b><u><a href="#">PE.912.C.2.28 :</a></u></b></p>	<p>Interpret and apply the rules associated with specific course activities.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#">Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</a></p>
<p><b><u><a href="#">PE.912.L.3 Participate regularly in physical activity.</a></u></b></p>	
<p><b><u><a href="#">PE.912.L.3.3 :</a></u></b></p>	<p>Identify a variety of activities that promote effective stress management.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#">Participate regularly in physical activity.</a></p>
<p><b><u><a href="#">PE.912.L.3.4 :</a></u></b></p>	<p>Identify the in-school opportunities for participation in a variety of physical activities.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#">Participate regularly in physical activity.</a></p>
<p><b><u><a href="#">PE.912.L.3.5 :</a></u></b></p>	<p>Identify the community opportunities for participation in a variety of physical activities.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#">Participate regularly in physical activity.</a></p>
<p><b><u><a href="#">PE.912.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a></u></b></p>	
<p><b><u><a href="#">PE.912.M.1.10 :</a></u></b></p>	<p>Apply sport specific skills in simulation and in real-life applications.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#">Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a></p> <p>Remarks/Examples</p> <p>An example of a simulation is a practice setting or lead up activity. An example of a real-life application is a game or</p>

	performance setting.
<a href="#"><u>PE.912.M.1.15</u></a> :	Select and apply sport/activity specific warm-up and cool-down techniques. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#"><u>Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</u></a>
<a href="#"><u>PE.912.M.1.23</u></a> :	Demonstrate proficiency of critical elements when striking with objects, implements or body parts. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#"><u>Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</u></a>
<a href="#"><u>PE.912.M.1.25</u></a> :	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#"><u>Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</u></a>
<a href="#"><u>PE.912.M.1.32</u></a> :	Apply sport specific skills in a variety of game settings. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#"><u>Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</u></a>
<a href="#"><u>PE.912.M.1.33</u></a> :	Practice complex motor activities in order to improve performance. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#"><u>Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</u></a>
<a href="#"><u>PE.912.M.1.34</u></a> :	Demonstrate use of the mechanical principles as they apply to specific course activities. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#"><u>Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</u></a> Remarks/Examples Some examples are balance, force and leverage.
<a href="#"><u>PE.912.M.1.35</u></a> :	Select proper equipment and apply all appropriate safety procedures necessary for participation. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#"><u>Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</u></a>
<a href="#"><u>DF.912.M.1.5</u></a> :	Apply strategies for self improvement based on individual

strengths and needs.

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

**[PE.912.R.5.3 :](#)**

Demonstrate sportsmanship during game situations.

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.](#)

Remarks/Examples

Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.

**[PE.912.R.5.4 :](#)**

Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.

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.](#)

Remarks/Examples

Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.

**[PE.912.R.5.5 :](#)**

Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.

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

**[PE.912.R.6.3 :](#)**

Analyze the roles of games, sports and/or physical activities in other cultures.

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.](#)



# Course: Gymnastics 2- 1502310

## BASIC INFORMATION

<b>Course Title:</b>	Gymnastics 2
<b>Course Number:</b>	1502310
<b>Course Abbreviated Title:</b>	GYMNASTICS 2
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Physical Education</a> <b>SubSubject:</b> <a href="#">Individual and Dual</a>
<b>Course length:</b>	Semester (S)
<b>Status:</b>	Draft - Board Approval Pending

## STANDARDS (21)

<b><u><a href="#">LACC.910.SL.1 Comprehension and Collaboration</a></u></b>	
<b><u><a href="#">LACC.910.SL.1.1 :</a></u></b>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"><li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li><li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li><li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li></ul>

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

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

**[MACC.912.S-ID.1 Summarize, represent, and interpret data on a single count or measurement variable](#)**

**[MACC.912.S-ID.1.2 :](#)**

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

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

Belongs to: [Summarize, represent, and interpret data on a single count or measurement variable](#)

Remarks/Examples

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**[PE.912.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.912.C.2.19 :](#)**

Choreograph complex sequences individually, with a partner or in a small group.

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.912.C.2.23 :](#)**

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

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.912.C.2.24 :**

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

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.](#)

Remarks/Examples

Some examples are balance, force and leverage.

**PE.912.C.2.25 :**

Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.

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.912.C.2.26 :**

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

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.912.C.2.7 :**

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

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.912.L.3 Participate regularly in physical activity.**

**PE.912.L.3.6 :**

Identify risks and safety factors that may affect physical activity throughout life.

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

Belongs to: [Participate regularly in physical activity.](#)

**PE.912.L.4 Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.**

**PE.912.L.4.5 :**

Apply the principles of training to personal fitness goals.

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

Belongs to: [Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.](#)

Remarks/Examples

Some examples of training principles are overload, specificity and progression.

**[PE.912.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)**

**[PE.912.M.1.12 :](#)**

Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.

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.](#)

Remarks/Examples

An example is performing plyometrics.

**[PE.912.M.1.18 :](#)**

Demonstrate a variety of gymnastics skills with a level of control.

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.912.M.1.19 :](#)**

Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.

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.912.M.1.20 :](#)**

Perform complex combinations and sequences demonstrating smooth transitions while alone, with a partner or in a small group.

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.912.M.1.21 :](#)**

Demonstrate the relationship between complex dance elements and rhythmic movements related to educational gymnastics skills and sequences.

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.912.M.1.33 :](#)**

Practice complex motor activities in order to improve 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.](#)

**PE.912.M.1.35 :**

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

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.912.M.1.5 :**

Apply strategies for self improvement based on individual strengths and needs.

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

**PE.912.R.5.4 :**

Maintain appropriate personal, social and ethical behavior while participating in a variety of 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.](#)

Remarks/Examples

Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.

**PE.912.R.5.5 :**

Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.

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

**PE.912.R.6.3 :**

Analyze the roles of games, sports and/or physical activities in other cultures.

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.](#)



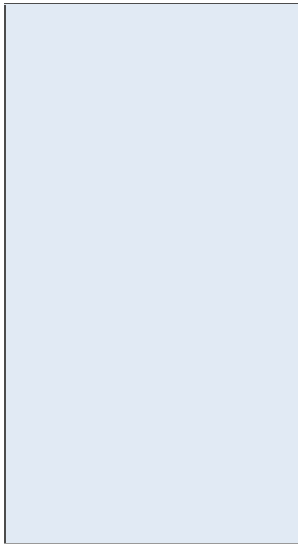
# Course: Fitness Lifestyle Design- 1501310

## BASIC INFORMATION

<b>Course Title:</b>	Fitness Lifestyle Design
<b>Course Number:</b>	1501310
<b>Course Abbreviated Title:</b>	FIT LIFST DESIGN
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Physical Education</a> <b>SubSubject:</b> <a href="#">Fitness</a>
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending

## STANDARDS (30)

<b><a href="#">LACC.1112.RST.2 Craft and Structure</a></b>	
<b><a href="#">LACC.1112.RST.2.4 :</a></b>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning I Date Adopted or Revised: 12/10 Belongs to: <a href="#">Craft and Structure</a>
<b><a href="#">LACC.910.L.3 Vocabulary Acquisition and Use</a></b>	
<b><a href="#">LACC.910.L.3.4 :</a></b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies.  <ol style="list-style-type: none"><li>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li><li>Identify and correctly use patterns of word changes that</li></ol>

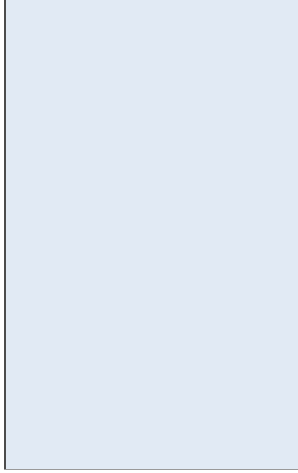


- indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
  - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

**[MACC.912.S-ID.1 Summarize, represent, and interpret data on a single count or measurement variable](#)**

**[MACC.912.S-ID.1.2 :](#)**



Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

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

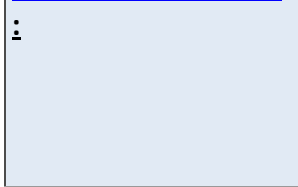
Belongs to: [Summarize, represent, and interpret data on a single count or measurement variable](#)

**Remarks/Examples**

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**[MACC.912.S-MD.2 Use probability to evaluate outcomes of decisions](#)**

**[MACC.912.S-MD.2.7](#)**



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

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

Belongs to: [Use probability to evaluate outcomes of decisions](#)

**[PE.912.C.2 Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.](#)**

<p><b><u>PE.912.C.2.10 :</u></b></p>	<p>Analyze long-term benefits of regularly participating in physical activity.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</a></p>
<p><b><u>PE.912.C.2.13 :</u></b></p>	<p>Document food intake, calories consumed and energy expended through physical activity and analyze the results.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</a></p>
<p><b><u>PE.912.C.2.23 :</u></b></p>	<p>Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</a></p>
<p><b><u>PE.912.C.2.24 :</u></b></p>	<p>Analyze the mechanical principles as they apply to specific course activities.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</a>  Remarks/Examples  Some examples are balance, force and leverage.</p>
<p><b><u>PE.912.C.2.25 :</u></b></p>	<p>Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</a></p>
<p><b><u>PE.912.C.2.26 :</u></b></p>	<p>Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</a></p>
<p><b><u>PE.912.C.2.27 :</u></b></p>	<p>Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p>

	<p>Belongs to: <a href="#">Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</a></p> <p>Remarks/Examples</p> <p>Some examples are volleyball and tennis serve, surfing and skate boarding.</p>
<p><b><u>PE.912.C.2.7 :</u></b></p>	<p>Evaluate the effectiveness of specific warm-up and cool-down activities.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#">Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</a></p>
<p><b><u>PE.912.L.3 Participate regularly in physical activity.</u></b></p>	
<p><b><u>PE.912.L.3.1 :</u></b></p>	<p>Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity beyond physical education on five or more days of the week.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#">Participate regularly in physical activity.</a></p>
<p><b><u>PE.912.L.3.3 :</u></b></p>	<p>Identify a variety of activities that promote effective stress management.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#">Participate regularly in physical activity.</a></p>
<p><b><u>PE.912.L.3.4 :</u></b></p>	<p>Identify the in-school opportunities for participation in a variety of physical activities.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#">Participate regularly in physical activity.</a></p>
<p><b><u>PE.912.L.3.5 :</u></b></p>	<p>Identify the community opportunities for participation in a variety of physical activities.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#">Participate regularly in physical activity.</a></p>
<p><b><u>PE.912.L.3.6 :</u></b></p>	<p>Identify risks and safety factors that may affect physical activity throughout life.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#">Participate regularly in physical activity.</a></p>
<p><b><u>PE.912.L.4 Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.</u></b></p>	



**PE.912.L.4.7 :**

Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.

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

Belongs to: [Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.](#)

**PE.912.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.**

**PE.912.M.1.13 :**

Perform a student-designed cardiorespiratory enhancing workout.

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.912.M.1.14 :**

Utilize technology to assess, enhance and maintain health and skill-related fitness levels.

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.](#)

Remarks/Examples

Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes or digital cameras.

**PE.912.M.1.15 :**

Select and apply sport/activity specific 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.912.M.1.16 :**

Apply the principles of training and conditioning to accommodate individual needs and strengths.

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.](#)

Remarks/Examples

Some examples of training principles are overload, specificity and progression.

**PE.912.M.1.34 :**

Demonstrate use of the mechanical principles as they apply to specific course activities.

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.](#)

	<p>Remarks/Examples</p> <p>Some examples are balance, force and leverage.</p>
<p><a href="#"><u>PE.912.M.1.35 :</u></a></p>	<p>Select proper equipment and apply all appropriate safety procedures necessary for participation.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#"><u>Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</u></a></p>
<p><a href="#"><u>PE.912.M.1.5 :</u></a></p>	<p>Apply strategies for self improvement based on individual strengths and needs.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#"><u>Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</u></a></p>
<p><b><a href="#"><u>PE.912.R.5 Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</u></a></b></p>	
<p><a href="#"><u>PE.912.R.5.2 :</u></a></p>	<p>Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#"><u>Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</u></a></p>
<p><a href="#"><u>PE.912.R.5.4 :</u></a></p>	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#"><u>Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</u></a></p> <p>Remarks/Examples</p> <p>Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
<p><a href="#"><u>PE.912.R.5.5 :</u></a></p>	<p>Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#"><u>Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</u></a></p>
<p><b><a href="#"><u>PE.912.R.6 Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</u></a></b></p>	
<p><a href="#"><u>PE.912.R.6.2 :</u></a></p>	<p>Analyze physical activities from which benefits can be derived.</p>

	<p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13          Belongs to: <a href="#">Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</a></p> <p>Remarks/Examples</p> <p>Some examples of potential benefits are physical, mental, emotional and social.</p>
<p><b><u>PE.912.R.6.3 :</u></b></p>	<p>Analyze the roles of games, sports and/or physical activities in other cultures.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13          Belongs to: <a href="#">Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</a></p>

# Course: Fitness Issues for Adolescence-1501320

## BASIC INFORMATION

<b>Course Title:</b>	Fitness Issues for Adolescence
<b>Course Number:</b>	1501320
<b>Course Abbreviated Title:</b>	FIT ISSUES FOR ADOL
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Physical Education</a> <b>SubSubject:</b> <a href="#">Fitness</a>
<b>Course length:</b>	Semester (S)
<b>Status:</b>	Draft - Board Approval Pending

## STANDARDS (30)

<b><a href="#">LACC.910.L.3 Vocabulary Acquisition and Use</a></b>	
<b><a href="#">LACC.910.L.3.4 :</a></b>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"><li>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li><li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li><li>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li><li>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in</li></ol>

context or in a dictionary).

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

### **LACC.910.SL.1 Comprehension and Collaboration**

#### **LACC.910.SL.1.1 :**

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

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

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

### **MACC.912.S-ID.1 Summarize, represent, and interpret data on a single count or measurement variable**

#### **MACC.912.S-ID.1.2 :**

Use statistics appropriate to the shape of the data distribution to

	<p>compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Summarize, represent, and interpret data on a single count or measurement variable</a></p> <p>Remarks/Examples</p> <p>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>
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**[MACC.912.S-MD.2 Use probability to evaluate outcomes of decisions](#)**

<p><b><u><a href="#">MACC.912.S-MD.2.7</a></u></b> :</p>	<p>Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).</p> <p>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Use probability to evaluate outcomes of decisions</a></p>
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**[PE.912.C.2 Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.](#)**

<p><b><u><a href="#">PE.912.C.2.10</a></u></b> :</p>	<p>Analyze long-term benefits of regularly participating in physical activity.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#">Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</a></p>
<p><b><u><a href="#">PE.912.C.2.13</a></u></b> :</p>	<p>Document food intake, calories consumed and energy expended through physical activity and analyze the results.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#">Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</a></p>
<p><b><u><a href="#">PE.912.C.2.15</a></u></b> :</p>	<p>Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#">Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</a></p>

**PE.912.C.2.18 :**

Differentiate between fact and fallacy as it relates to consumer physical fitness products and programs.

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.](#)

Remarks/Examples

Some examples are weight-loss pills, food labels and exercise equipment.

**PE.912.C.2.9 :**

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

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.](#)

Remarks/Examples

Some examples of precautions are hydration and appropriate attire.

**PE.912.L.3 Participate regularly in physical activity.**

**PE.912.L.3.1 :**

Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity beyond physical education on five or more days of the week.

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

Belongs to: [Participate regularly in physical activity.](#)

**PE.912.L.3.2 :**

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

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

Belongs to: [Participate regularly in physical activity.](#)

Remarks/Examples

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

**PE.912.L.3.3 :**

Identify a variety of activities that promote effective stress management.

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

	Belongs to: <a href="#">Participate regularly in physical activity.</a>
<b><u>PE.912.L.3.6 :</u></b>	<p>Identify risks and safety factors that may affect physical activity throughout life.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#">Participate regularly in physical activity.</a></p>
<b><u>PE.912.L.4 Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.</u></b>	
<b><u>PE.912.L.4.1 :</u></b>	<p>Design a personal fitness program.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#">Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.</a></p> <p>Remarks/Examples</p> <p>Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.</p>
<b><u>PE.912.L.4.2 :</u></b>	<p>Identify ways to self-assess and modify a personal fitness program.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#">Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.</a></p>
<b><u>PE.912.L.4.4 :</u></b>	<p>Use available technology to assess, design and evaluate a personal fitness program.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#">Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.</a></p>
<b><u>PE.912.L.4.5 :</u></b>	<p>Apply the principles of training to personal fitness goals.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#">Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.</a></p> <p>Remarks/Examples</p> <p>Some examples of training principles are overload, specificity and progression.</p>
<b><u>PE.912.L.4.7 :</u></b>	<p>Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#">Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.</a></p>
<b><u>PE.912.M.1 Demonstrate competency in many, and proficiency in a few, movement forms</u></b>	



from a variety of categories.

**PE.912.M.1.12 :**

Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.

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.](#)

Remarks/Examples

An example is performing plyometrics.

**PE.912.M.1.13 :**

Perform a student-designed cardiorespiratory enhancing workout.

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.912.M.1.14 :**

Utilize technology to assess, enhance and maintain health and skill-related fitness levels.

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.](#)

Remarks/Examples

Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes or digital cameras.

**PE.912.M.1.15 :**

Select and apply sport/activity specific 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.912.M.1.35 :**

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

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.912.M.1.5 :**

Apply strategies for self improvement based on individual strengths and needs.

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.912.R.5 Exhibit responsible personal and social behavior that respects self and others in**

**physical-activity settings.**

**PE.912.R.5.1 :**

Describe 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.](#)

**PE.912.R.5.4 :**

Maintain appropriate personal, social and ethical behavior while participating in a variety of 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.](#)

**Remarks/Examples**

Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.

**PE.912.R.5.5 :**

Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.  
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.912.R.6 Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

**PE.912.R.6.1 :**

Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.  
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.](#)

**PE.912.R.6.2 :**

Analyze physical activities from which benefits can be derived.  
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.](#)

**Remarks/Examples**

Some examples of potential benefits are physical, mental, emotional and social.

**PE.912.R.6.3 :**

Analyze the roles of games, sports and/or physical activities in other cultures.

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.](#)

# Course: Comprehensive Fitness- 1501390

## BASIC INFORMATION

<b>Course Title:</b>	Comprehensive Fitness
<b>Course Number:</b>	1501390
<b>Course Abbreviated Title:</b>	COMPRES FIT
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Physical Education</a> <b>SubSubject:</b> <a href="#">Fitness</a>
<b>Course length:</b>	Semester (S)
<b>Status:</b>	Draft - Board Approval Pending

## STANDARDS (30)

### [LACC.1112.RST.2 Craft and Structure](#)

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

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.  
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10  
Belongs to: [Craft and Structure](#)

### [LACC.910.L.3 Vocabulary Acquisition and Use](#)

#### [LACC.910.L.3.4 :](#)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- c. Consult general and specialized reference materials (e.g.,

dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

**[MACC.912.S-ID.1 Summarize, represent, and interpret data on a single count or measurement variable](#)**

**[MACC.912.S-ID.1.2 :](#)**

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

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

Belongs to: [Summarize, represent, and interpret data on a single count or measurement variable](#)

Remarks/Examples

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

**[MACC.912.S-MD.2 Use probability to evaluate outcomes of decisions](#)**

**[MACC.912.S-MD.2.7](#)**

:

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

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

Belongs to: [Use probability to evaluate outcomes of decisions](#)

**[PE.912.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.912.C.2.15 :](#)**

Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.

	<p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13          Belongs to: <a href="#">Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</a></p>
<b><u>PE.912.C.2.16 :</u></b>	<p>Explain the methods of monitoring levels of intensity during aerobic activity.          Cognitive Complexity: N/A   Date Adopted or Revised: 04/13          Belongs to: <a href="#">Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</a>          Remarks/Examples</p> <hr/> <p>Some examples are a talk test, rate of perceived exertion and checking one's heart rate/pulse.</p>
<b><u>PE.912.C.2.23 :</u></b>	<p>Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.          Cognitive Complexity: N/A   Date Adopted or Revised: 04/13          Belongs to: <a href="#">Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</a></p>
<b><u>PE.912.C.2.26 :</u></b>	<p>Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.          Cognitive Complexity: N/A   Date Adopted or Revised: 04/13          Belongs to: <a href="#">Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</a></p>
<b><u>PE.912.C.2.28 :</u></b>	<p>Interpret and apply the rules associated with specific course activities.          Cognitive Complexity: N/A   Date Adopted or Revised: 04/13          Belongs to: <a href="#">Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</a></p>
<b><u>PE.912.L.3 Participate regularly in physical activity.</u></b>	
<b><u>PE.912.L.3.1 :</u></b>	<p>Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity beyond physical education on five or more days of the week.          Cognitive Complexity: N/A   Date Adopted or Revised: 04/13          Belongs to: <a href="#">Participate regularly in physical activity.</a></p>
<b><u>PE 912 L 3 2 :</u></b>	Participate in a variety of activities that promote the health-related

	<p>components of fitness. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#">Participate regularly in physical activity.</a></p> <p>Remarks/Examples</p> <p>The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
<p><b><u><a href="#">PE.912.L.3.3</a></u></b> :</p>	<p>Identify a variety of activities that promote effective stress management. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#">Participate regularly in physical activity.</a></p>
<p><b><u><a href="#">PE.912.L.4 Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.</a></u></b></p>	
<p><b><u><a href="#">PE.912.L.4.1</a></u></b> :</p>	<p>Design a personal fitness program. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#">Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.</a></p> <p>Remarks/Examples</p> <p>Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.</p>
<p><b><u><a href="#">PE.912.L.4.2</a></u></b> :</p>	<p>Identify ways to self-assess and modify a personal fitness program. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#">Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.</a></p>
<p><b><u><a href="#">PE.912.L.4.3</a></u></b> :</p>	<p>Identify strategies for setting goals when developing a personal fitness program. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#">Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.</a></p>
<p><b><u><a href="#">PE.912.L.4.4</a></u></b> :</p>	<p>Use available technology to assess, design and evaluate a personal fitness program. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#">Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.</a></p>
<p><b><u><a href="#">PE.912.L.4.5</a></u></b> :</p>	<p>Apply the principles of training to personal fitness goals. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#">Develop and implement a personal fitness program to achieve and</a></p>

	<p><a href="#">maintain a health-enhancing level of physical fitness.</a></p> <p>Remarks/Examples</p> <p>Some examples of training principles are overload, specificity and progression.</p>
<p><b><u>PE.912.L.4.7 :</u></b></p>	<p>Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#">Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.</a></p>
<p><b><u>PE.912.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</u></b></p>	
<p><b><u>PE.912.M.1.12 :</u></b></p>	<p>Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#">Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a></p> <p>Remarks/Examples</p> <p>An example is performing plyometrics.</p>
<p><b><u>PE.912.M.1.13 :</u></b></p>	<p>Perform a student-designed cardiorespiratory enhancing workout.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#">Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a></p>
<p><b><u>PE.912.M.1.14 :</u></b></p>	<p>Utilize technology to assess, enhance and maintain health and skill-related fitness levels.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#">Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a></p> <p>Remarks/Examples</p> <p>Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes or digital cameras.</p>
<p><b><u>PE.912.M.1.15 :</u></b></p>	<p>Select and apply sport/activity specific warm-up and cool-down techniques.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#">Demonstrate competency in many, and proficiency in a few,</a></p>



	<a href="#">movement forms from a variety of categories.</a>
<b><u>PE.912.M.1.16 :</u></b>	<p>Apply the principles of training and conditioning to accommodate individual needs and strengths.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#">Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a></p> <p>Remarks/Examples</p> <p>Some examples of training principles are overload, specificity and progression.</p>
<b><u>PE.912.M.1.33 :</u></b>	<p>Practice complex motor activities in order to improve performance.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#">Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a></p>
<b><u>PE.912.M.1.34 :</u></b>	<p>Demonstrate use of the mechanical principles as they apply to specific course activities.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#">Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a></p> <p>Remarks/Examples</p> <p>Some examples are balance, force and leverage.</p>
<b><u>PE.912.M.1.35 :</u></b>	<p>Select proper equipment and apply all appropriate safety procedures necessary for participation.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#">Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a></p>
<b><u>PE.912.M.1.5 :</u></b>	<p>Apply strategies for self improvement based on individual strengths and needs.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#">Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a></p>
<b><u>PE.912.R.5 Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</u></b>	
<b><u>PE.912.R.5.4 :</u></b>	<p>Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#">Exhibit responsible personal and social behavior that respects self</a></p>

	<p><a href="#">and others in physical-activity settings.</a></p> <p>Remarks/Examples</p> <p>Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.</p>
<p><b><u><a href="#">PE.912.R.5.5 :</a></u></b></p>	<p>Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#">Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</a></p>
<p><b><u><a href="#">PE.912.R.6 Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</a></u></b></p>	
<p><b><u><a href="#">PE.912.R.6.3 :</a></u></b></p>	<p>Analyze the roles of games, sports and/or physical activities in other cultures.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#">Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</a></p>

<p><b><u>HE.912.B.3.1:</u></b></p>	<p>Verify the validity of health information, products, and services. Remarks/Examples</p> <p>Understanding product-packaging claims, magazine articles, diet/nutritional supplements, energy drinks, exercise video or equipment, tanning salon, fitness club, health professionals, health-related community resources, CPR procedure, qualifications of service provider, type of service, type of product, product safety, and reliability.</p>
<p><b><u>HE.912.B.3.2:</u></b></p>	<p>Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information. Remarks/Examples</p> <p>Internet, family member, nurse, guidance counselor, physician, clinic, hotline, support group, community agency, domestic/dating-violence service provider, and first-aid training location, expense, services available, eligibility, scheduling appointments, healthcare, and mental-health resources.</p>
<p><b><u>HE.912.B.3.4:</u></b></p>	<p>Justify when professional health services or providers may be required. Remarks/Examples</p> <p>Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.</p>
<p><b><u>HE.912.B.4.2:</u></b></p>	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. Remarks/Examples</p> <p>Validate other’s opinions, use direct statement, use active statement, and offer alternatives.</p>
<p><b><u>HE.912.B.4.3:</u></b></p>	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. Remarks/Examples</p> <p>Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
<p><b><u>HE.912.B.4.4:</u></b></p>	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p>

	<p>Remarks/Examples</p> <p>Verbal and written communication, active listening, and how to seek help for a friend.</p>
<a href="#"><u>HE.912.B.5.3:</u></a>	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others.</p> <p>Remarks/Examples</p> <p>Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.</p>
<a href="#"><u>HE.912.C.1.1:</u></a>	<p>Predict how healthy behaviors can affect health status.</p> <p>Remarks/Examples</p> <p>Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
<a href="#"><u>HE.912.C.1.2:</u></a>	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.</p> <p>Remarks/Examples</p> <p>Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
<a href="#"><u>HE.912.C.2.3:</u></a>	<p>Assess how the school and community can affect personal health practice and behaviors.</p> <p>Remarks/Examples</p> <p>Healthier foods, required health education, health screenings, and enforcement of “no tolerance” policies related to all forms of violence, and AED availability and training.</p>
<a href="#"><u>HE.912.C.2.4:</u></a>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p>Remarks/Examples</p> <p>Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
<a href="#"><u>HE.912.P.8.3:</u></a>	<p>Work cooperatively as an advocate for improving personal, family,</p>

	<p>and community health.</p> <p>Remarks/Examples</p> <p>Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.</p>
<p><a href="#"><u>LACC.910.SL.1.1:</u></a></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
<p><a href="#"><u>MACC.912.S-IC.2.6:</u></a></p>	<p>Evaluate reports based on data.</p>



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# Course: Peer Counseling 3- 1400320

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## BASIC INFORMATION

<b>Course Title:</b>	Peer Counseling 3
<b>Course Number:</b>	1400320
<b>Course Abbreviated Title:</b>	PEER COUN 3
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Music</a> <b>SubSubject:</b> <a href="#">Combined Courses</a>
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p>The purpose of this course is to enable students to develop proficient knowledge and skills in communication, personal and group dynamics, and conflict resolution. Emphasis will be on the issues and concerns of students within the school.</p> <p>The content should include the following:</p> <ul style="list-style-type: none"><li>• Select and use appropriate, effective leadership and interpersonal skills and techniques in group settings.</li><li>• Demonstrate knowledge of varied behavioral responses to situational, environmental, and chemical elements; and the impact of subsequent decision-making on self and others.</li><li>• Demonstrate use of proficient facilitative communication skills (listening, feedback, nonverbal communication, nonjudgmental response, repairing communication breakdown).</li></ul>

	<ul style="list-style-type: none"> <li>• Demonstrate understanding of methods for dealing with conflict (communication, assertion, avoidance, aggression) and use strategies specific to varied types of conflict to facilitate resolution.</li> <li>• Demonstrate knowledge of varied school and community resources (school counseling center, School Resource Officer, community mental health services, public health services, AIDS clinic, rape crisis center, drug and alcohol intervention/prevention programs, hotlines, Internet).</li> <li>• Assess needs and issues among individuals and groups of students within the school.</li> <li>• Work cooperatively to plan, implement, and evaluate effective student programs designed to address needs and issues identified through assessment.</li> </ul> <p><b>Special Notes:</b></p> <p><b>Instructional Practices</b> 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"> <li>1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.</li> <li>2. Making close reading and rereading of texts central to lessons.</li> <li>3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.</li> <li>4. Requiring students to support answers with evidence from the text.</li> <li>5. Providing extensive text-based research and writing opportunities (claims and evidence).</li> </ol>
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## STANDARDS (17)

<u><a href="#">HE.912.B.3.1:</a></u>	Verify the validity of health information, products, and services. Remarks/Examples
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	<p>Understanding product-packaging claims, magazine articles, diet/nutritional supplements, energy drinks, exercise video or equipment, tanning salon, fitness club, health professionals, health-related community resources, CPR procedure, qualifications of service provider, type of service, type of product, product safety, and reliability.</p>
<a href="#"><u>HE.912.B.4.1:</u></a>	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Remarks/Examples</p> <p>Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
<a href="#"><u>HE.912.B.4.2:</u></a>	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Remarks/Examples</p> <p>Validate other's opinions, use direct statement, use active statement, and offer alternatives.</p>
<a href="#"><u>HE.912.B.4.3:</u></a>	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>Remarks/Examples</p> <p>Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
<a href="#"><u>HE.912.B.4.4:</u></a>	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Remarks/Examples</p> <p>Verbal and written communication, active listening, and how to seek help for a friend.</p>
<a href="#"><u>HE.912.B.5.1:</u></a>	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Remarks/Examples</p> <p>Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-</p>

	treatment options.
<a href="#"><u>HE.912.B.6.4:</u></a>	Formulate an effective long-term personal health plan. Remarks/Examples Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.
<a href="#"><u>HE.912.C.1.1:</u></a>	Predict how healthy behaviors can affect health status. Remarks/Examples Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
<a href="#"><u>HE.912.C.1.2:</u></a>	Interpret the significance of interrelationships in mental/emotional, physical, and social health. Remarks/Examples Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
<a href="#"><u>HE.912.C.1.3:</u></a>	Evaluate how environment and personal health are interrelated. Remarks/Examples Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.
<a href="#"><u>HE.912.C.2.1:</u></a>	Analyze how the family influences the health of individuals. Remarks/Examples Nutritional management of meals, composition of and relationships within families, and health-insurance status.
<a href="#"><u>HE.912.C.2.2:</u></a>	Compare how peers influence healthy and unhealthy behaviors. Remarks/Examples Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.

<p><a href="#"><u>HE.912.C.2.3:</u></a></p>	<p>Assess how the school and community can affect personal health practice and behaviors. Remarks/Examples</p> <p>Healthier foods, required health education, health screenings, and enforcement of “no tolerance” policies related to all forms of violence, and AED availability and training.</p>
<p><a href="#"><u>HE.912.P.8.2:</u></a></p>	<p>Utilize current, accurate data/information to formulate a health-enhancing message. Remarks/Examples</p> <p>Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.</p>
<p><a href="#"><u>HE.912.P.8.3:</u></a></p>	<p>Work cooperatively as an advocate for improving personal, family, and community health. Remarks/Examples</p> <p>Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.</p>
<p><a href="#"><u>LACC.910.SL.1.1:</u></a></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger</li> </ol>

	<p>ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<b><u>MACC.912.S-IC.2.6:</u></b>	Evaluate reports based on data.



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# Course: Peer Counseling 2- 1400310

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## BASIC INFORMATION

<b>Course Title:</b>	Peer Counseling 2
<b>Course Number:</b>	1400310
<b>Course Abbreviated Title:</b>	PEER COUN 2
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Music</a> <b>SubSubject:</b> <a href="#">Combined Courses</a>
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p>The purpose of this course is to enable students to develop intermediate-level knowledge and skills in communication, personal and group dynamics, and conflict resolution.</p> <p>The content should include the following:</p> <ul style="list-style-type: none"><li>• Demonstrate understanding of the functions and responsibilities of peer facilitators (listening, team building, confidentiality, conflict resolution, and intervention).</li><li>• Demonstrate knowledge of varied behavioral responses to situational, environmental, and chemical elements; and the impact of subsequent decision-making on self and others.</li><li>• Demonstrate understanding of the impact of self-knowledge and interpersonal skills on relationships with peers and family.</li><li>• Demonstrate knowledge of the positive and negative impacts of peer pressure on oneself and on relationships with peers</li></ul>

	<p>and family.</p> <ul style="list-style-type: none"> <li>• Demonstrate use of intermediate-level facilitative communication skills (listening, questioning, feedback, paraphrasing, nonverbal communication, nonjudgmental response).</li> <li>• Make inferences and justify conclusions from sample surveys, experiments, and observational studies.</li> </ul> <p><b>Special Notes:</b></p> <p><b>Instructional Practices</b> 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"> <li>1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.</li> <li>2. Making close reading and rereading of texts central to lessons.</li> <li>3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.</li> <li>4. Requiring students to support answers with evidence from the text.</li> <li>5. Providing extensive text-based research and writing opportunities (claims and evidence).</li> </ol>
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## STANDARDS (13)

<a href="#"><u>HE.912.B.4.1:</u></a>	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Remarks/Examples</p> <p>Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
<a href="#"><u>HE.912.B.4.2:</u></a>	Assess refusal, negotiation, and collaboration skills to enhance health

	<p>and avoid or reduce health risks.</p> <p>Remarks/Examples</p> <p>Validate other’s opinions, use direct statement, use active statement, and offer alternatives.</p>
<a href="#"><u>HE.912.B.4.3:</u></a>	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>Remarks/Examples</p> <p>Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
<a href="#"><u>HE.912.B.4.4:</u></a>	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Remarks/Examples</p> <p>Verbal and written communication, active listening, and how to seek help for a friend.</p>
<a href="#"><u>HE.912.B.5.1:</u></a>	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Remarks/Examples</p> <p>Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
<a href="#"><u>HE.912.B.5.5:</u></a>	<p>Examine barriers that can hinder healthy decision making.</p> <p>Remarks/Examples</p> <p>Interpersonal, financial, environmental factors, and accessibility of health information.</p>
<a href="#"><u>HE.912.C.1.1:</u></a>	<p>Predict how healthy behaviors can affect health status.</p> <p>Remarks/Examples</p> <p>Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
<a href="#"><u>HE.912.C.1.2:</u></a>	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.</p>

	<p>Remarks/Examples</p> <p>Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
<p><a href="#"><u>HE.912.C.1.3:</u></a></p>	<p>Evaluate how environment and personal health are interrelated.</p> <p>Remarks/Examples</p> <p>Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p>
<p><a href="#"><u>HE.912.C.2.1:</u></a></p>	<p>Analyze how the family influences the health of individuals.</p> <p>Remarks/Examples</p> <p>Nutritional management of meals, composition of and relationships within families, and health-insurance status.</p>
<p><a href="#"><u>HE.912.C.2.3:</u></a></p>	<p>Assess how the school and community can affect personal health practice and behaviors.</p> <p>Remarks/Examples</p> <p>Healthier foods, required health education, health screenings, and enforcement of “no tolerance” policies related to all forms of violence, and AED availability and training.</p>
<p><a href="#"><u>LACC.910.SL.1.1:</u></a></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and</li> </ol>



	<p>clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<b><u>MACC.912.S-IC.2.6:</u></b>	Evaluate reports based on data.



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## STANDARDS (41)

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

### **[DA.912.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.912.F.3.8 :](#)**

Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

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.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)**

#### **[DA.912.S.2.1 :](#)**

Sustain focused attention, respect, and discipline during class, rehearsal, and 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.](#)

### **[LACC.1112.RST.2 Craft and Structure](#)**

#### **[LACC.1112.RST.2.4 :](#)**

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

or technical context relevant to grades 11–12 texts and topics.  
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date  
Adopted or Revised: 12/10  
Belongs to: [Craft and Structure](#)

### **LACC.1112.SL.1 Comprehension and Collaboration**

#### **LACC.1112.SL.1.2 :**

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

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

#### **LACC.1112.SL.1.3 :**

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

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

### **LACC.1112.SL.2 Presentation of Knowledge and Ideas**

#### **LACC.1112.SL.2.4 :**

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

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

### **LACC.1112.WHST.2 Production and Distribution of Writing**

#### **LACC.1112.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.1112.WHST.3 Research to Build and Present Knowledge**

**LACC.1112.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](#)

**MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.**

**MU.912.C.1.1 :**

Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

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., listening maps, active listening, checklists

**MU.912.C.1.2 :**

Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.

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., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title

**MU.912.C.1.4 :**

Compare and perform a variety of vocal styles and ensembles.

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.](#)

**MU.912.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.**

**MU.912.C.2.1 :**

Evaluate and make appropriate adjustments to personal performance in solo and ensembles.

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.](#)

**MU.912.C.2.2 :**

Evaluate performance quality in recorded and/or live performances.

# Course: Vocal Ensemble 4 Honors- 1303470

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4131.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Vocal Ensemble 4 Honors
<b>Course Number:</b>	1303470
<b>Course Abbreviated Title:</b>	VOCAL ENS 4 HON
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Music</a> <b>SubSubject:</b> <a href="#">Choral Music</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Honors?</b>	Yes
<b>Version Description:</b>	Students with extensive vocal ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Students use reflection and problem-solving skills with increasing independence to improve their performance and musical expressivity. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.
<b>General Notes:</b>	<b>Honors and Advanced Level Course Note:</b> Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

## STANDARDS (41)

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

<a href="#"><u>DA.912.F.3.8:</u></a>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<a href="#"><u>DA.912.S.2.1:</u></a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#"><u>LACC.1112.RST.2.4:</u></a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#"><u>LACC.1112.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#"><u>LACC.1112.SL.1.3:</u></a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#"><u>LACC.1112.SL.2.4:</u></a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are

	appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#"><u>LACC.1112.SL.2.6:</u></a>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)
<a href="#"><u>LACC.1112.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LACC.1112.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LACC.1112.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>MU.912.C.1.1:</u></a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<a href="#"><u>MU.912.C.1.2:</u></a>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<a href="#"><u>MU.912.C.2.1:</u></a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#"><u>MU.912.C.2.2:</u></a>	Evaluate performance quality in recorded and/or live performances.
<a href="#"><u>MU.912.C.3.1:</u></a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#"><u>MU.912.F.1.1:</u></a>	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
<a href="#"><u>MU.912.F.2.1:</u></a>	Design or refine a résumé for application to higher education or the

	<p>workforce that highlights marketable skills and knowledge gained through music training.</p> <p>Remarks/Examples</p> <p>e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills</p>
<a href="#"><u>MU.912.F.2.2:</u></a>	<p>Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.</p> <p>Remarks/Examples</p> <p>e.g., community revitalization, industry choosing new locations, cultural and social enrichment</p>
<a href="#"><u>MU.912.F.2.3:</u></a>	<p>Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.</p> <p>Remarks/Examples</p> <p>e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel</p>
<a href="#"><u>MU.912.F.3.1:</u></a>	<p>Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.</p>
<a href="#"><u>MU.912.F.3.2:</u></a>	<p>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</p>
<a href="#"><u>MU.912.F.3.3:</u></a>	<p>Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.</p>
<a href="#"><u>MU.912.F.3.4:</u></a>	<p>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.</p>
<a href="#"><u>MU.912.H.1.2:</u></a>	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</p> <p>Remarks/Examples</p> <p>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
<a href="#"><u>MU.912.H.1.3:</u></a>	<p>Compare two or more works of a composer across performance</p>



	<p>media.</p> <p>Remarks/Examples</p> <p>e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<a href="#"><u>MU.912.H.1.5:</u></a>	Analyze music within cultures to gain understanding of authentic performance practices.
<a href="#"><u>MU.912.H.2.1:</u></a>	Evaluate the social impact of music on specific historical periods.
<a href="#"><u>MU.912.H.2.2:</u></a>	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
<a href="#"><u>MU.912.H.2.4:</u></a>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<a href="#"><u>MU.912.O.1.1:</u></a>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</p> <p>Remarks/Examples</p> <p>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<a href="#"><u>MU.912.O.2.1:</u></a>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<a href="#"><u>MU.912.O.3.1:</u></a>	<p>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.</p> <p>Remarks/Examples</p> <p>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p>
<a href="#"><u>MU.912.O.3.2:</u></a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<a href="#"><u>MU.912.S.1.3:</u></a>	<p>Arrange a musical work by manipulating two or more aspects of the composition.</p> <p>Remarks/Examples</p> <p>e.g., texture, mode, form, tempo, voicing</p>

<p><b><u>MU.912.S.1.4:</u></b></p>	<p>Perform and notate, independently and accurately, melodies by ear. Remarks/Examples</p> <p>e.g., singing, playing, writing</p>
<p><b><u>MU.912.S.2.1:</u></b></p>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Remarks/Examples</p> <p>e.g., memorization, sequential process</p>
<p><b><u>MU.912.S.2.2:</u></b></p>	<p>Transfer expressive elements and performance techniques from one piece of music to another.</p>
<p><b><u>MU.912.S.3.1:</u></b></p>	<p>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</p>
<p><b><u>MU.912.S.3.2:</u></b></p>	<p>Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples</p> <p>e.g., musical elements, expressive qualities, performance technique</p>
<p><b><u>MU.912.S.3.4:</u></b></p>	<p>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</p>
<p><b><u>MU.912.S.3.5:</u></b></p>	<p>Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>



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# Course: Vocal Ensemble 3- 1303460

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4129.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Vocal Ensemble 3
<b>Course Number:</b>	1303460
<b>Course Abbreviated Title:</b>	VOCAL ENS 3
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Music</a> <b>SubSubject:</b> <a href="#">Choral Music</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	Students strengthen vocal ensemble performance skills, music literacy, and analytical skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

## STANDARDS (34)

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

<a href="#"><u>DA.912.F.3.8:</u></a>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<a href="#"><u>DA.912.S.2.1:</u></a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#"><u>LACC.1112.RST.2.4:</u></a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#"><u>LACC.1112.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#"><u>LACC.1112.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#"><u>LACC.1112.SL.2.4:</u></a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#"><u>LACC.1112.SL.2.6:</u></a>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)
<a href="#"><u>LACC.1112.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and

	audience.
<a href="#"><u>LACC.1112.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>MU.912.C.1.1:</u></a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<a href="#"><u>MU.912.C.1.2:</u></a>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<a href="#"><u>MU.912.C.2.1:</u></a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#"><u>MU.912.C.2.2:</u></a>	Evaluate performance quality in recorded and/or live performances.
<a href="#"><u>MU.912.C.3.1:</u></a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#"><u>MU.912.F.2.1:</u></a>	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training. Remarks/Examples e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills
<a href="#"><u>MU.912.F.2.3:</u></a>	Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business. Remarks/Examples e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel
<a href="#"><u>MU.912.F.3.1:</u></a>	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify

	personal examples of leadership in school and/or non-school settings.
<a href="#"><u>MU.912.F.3.2:</u></a>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<a href="#"><u>MU.912.F.3.3:</u></a>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<a href="#"><u>MU.912.H.1.3:</u></a>	Compare two or more works of a composer across performance media. Remarks/Examples e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto
<a href="#"><u>MU.912.H.1.5:</u></a>	Analyze music within cultures to gain understanding of authentic performance practices.
<a href="#"><u>MU.912.H.2.4:</u></a>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<a href="#"><u>MU.912.O.1.1:</u></a>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<a href="#"><u>MU.912.O.2.1:</u></a>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<a href="#"><u>MU.912.O.3.1:</u></a>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<a href="#"><u>MU.912.O.3.2:</u></a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.

<p><b><u>MU.912.S.1.3:</u></b></p>	<p>Arrange a musical work by manipulating two or more aspects of the composition.</p> <p>Remarks/Examples</p> <p>e.g., texture, mode, form, tempo, voicing</p>
<p><b><u>MU.912.S.1.4:</u></b></p>	<p>Perform and notate, independently and accurately, melodies by ear.</p> <p>Remarks/Examples</p> <p>e.g., singing, playing, writing</p>
<p><b><u>MU.912.S.2.1:</u></b></p>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <p>Remarks/Examples</p> <p>e.g., memorization, sequential process</p>
<p><b><u>MU.912.S.2.2:</u></b></p>	<p>Transfer expressive elements and performance techniques from one piece of music to another.</p>
<p><b><u>MU.912.S.3.1:</u></b></p>	<p>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</p>
<p><b><u>MU.912.S.3.2:</u></b></p>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <p>Remarks/Examples</p> <p>e.g., musical elements, expressive qualities, performance technique</p>
<p><b><u>MU.912.S.3.4:</u></b></p>	<p>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</p>
<p><b><u>MU.912.S.3.5:</u></b></p>	<p>Develop and demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>





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# Course: Vocal Ensemble 2- 1303450

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4124.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Vocal Ensemble 2
<b>Course Number:</b>	1303450
<b>Course Abbreviated Title:</b>	VOCAL ENS 2
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Music</a> <b>SubSubject:</b> <a href="#">Choral Music</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	Students with previous vocal ensemble experience continue building musicianship and performance skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant musical styles and time periods. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

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

<a href="#"><u>DA.912.F.3.8:</u></a>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<a href="#"><u>DA.912.S.2.1:</u></a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#"><u>LACC.910.RST.2.4:</u></a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#"><u>LACC.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LACC.910.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LACC.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LACC.910.SL.2.6:</u></a>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)
<a href="#"><u>LACC.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LACC.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.

<p><b><u>MU.912.C.1.1:</u></b></p>	<p>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists</p>
<p><b><u>MU.912.C.2.1:</u></b></p>	<p>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</p>
<p><b><u>MU.912.C.2.2:</u></b></p>	<p>Evaluate performance quality in recorded and/or live performances.</p>
<p><b><u>MU.912.C.3.1:</u></b></p>	<p>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</p>
<p><b><u>MU.912.F.3.2:</u></b></p>	<p>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</p>
<p><b><u>MU.912.H.1.5:</u></b></p>	<p>Analyze music within cultures to gain understanding of authentic performance practices.</p>
<p><b><u>MU.912.H.2.4:</u></b></p>	<p>Examine the effects of developing technology on composition, performance, and acquisition of music.</p>
<p><b><u>MU.912.O.1.1:</u></b></p>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<p><b><u>MU.912.O.3.1:</u></b></p>	<p>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p>
<p><b><u>MU.912.O.3.2:</u></b></p>	<p>Interpret and perform expressive elements indicated by the musical score and/or conductor.</p>
<p><b><u>MU.912.S.1.3:</u></b></p>	<p>Arrange a musical work by manipulating two or more aspects of the composition.</p>

	<p>Remarks/Examples</p> <p>e.g., texture, mode, form, tempo, voicing</p>
<b><u>MU.912.S.2.1:</u></b>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <p>Remarks/Examples</p> <p>e.g., memorization, sequential process</p>
<b><u>MU.912.S.2.2:</u></b>	<p>Transfer expressive elements and performance techniques from one piece of music to another.</p>
<b><u>MU.912.S.3.1:</u></b>	<p>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</p>
<b><u>MU.912.S.3.2:</u></b>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <p>Remarks/Examples</p> <p>e.g., musical elements, expressive qualities, performance technique</p>
<b><u>MU.912.S.3.5:</u></b>	<p>Develop and demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>





# Course: Music Techniques 4 Honors- 1305530

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3960.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Music Techniques 4 Honors
<b>Course Number:</b>	1305530
<b>Course Abbreviated Title:</b>	MUSIC TECNQS 4 HON
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Music</a> <b>SubSubject:</b> <a href="#">Eurythmics</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Honors?</b>	Yes
<b>Version Description:</b>	Students in this advanced class refine their musicianship and performance skills on a specified instrument or voice. Students prepare for post-secondary and community music experiences and develop artistry independently through a variety of advanced solos, etudes, and excerpts. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental class, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.
<b>General Notes:</b>	<b>Honors and Advanced Level Course Note:</b> Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas

	that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.
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**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.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<a href="#"><u>DA.912.S.2.1:</u></a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#"><u>LACC.1112.RST.2.4:</u></a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#"><u>LACC.1112.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#"><u>LACC.1112.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#"><u>LACC.1112.SL.2.4:</u></a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and



	informal tasks.
<a href="#"><u>LACC.1112.SL.2.6:</u></a>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)
<a href="#"><u>LACC.1112.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LACC.1112.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LACC.1112.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>MU.912.C.1.1:</u></a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<a href="#"><u>MU.912.C.1.2:</u></a>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<a href="#"><u>MU.912.C.2.1:</u></a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#"><u>MU.912.C.2.2:</u></a>	Evaluate performance quality in recorded and/or live performances.
<a href="#"><u>MU.912.C.3.1:</u></a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#"><u>MU.912.F.2.1:</u></a>	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training. Remarks/Examples

	e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills
<a href="#"><u>MU.912.F.3.1:</u></a>	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<a href="#"><u>MU.912.F.3.3:</u></a>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<a href="#"><u>MU.912.F.3.4:</u></a>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
<a href="#"><u>MU.912.H.1.1:</u></a>	Investigate and discuss how a culture's traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual
<a href="#"><u>MU.912.H.3.1:</u></a>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Remarks/Examples e.g., acoustics, sound amplification, materials, mechanics
<a href="#"><u>MU.912.O.2.1:</u></a>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<a href="#"><u>MU.912.O.2.2:</u></a>	Transpose melodies into different modalities through performance and composition.
<a href="#"><u>MU.912.O.3.1:</u></a>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration

<a href="#"><u>MU.912.O.3.2:</u></a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<a href="#"><u>MU.912.S.2.1:</u></a>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Remarks/Examples e.g., memorization, sequential process
<a href="#"><u>MU.912.S.2.2:</u></a>	Transfer expressive elements and performance techniques from one piece of music to another.
<a href="#"><u>MU.912.S.3.1:</u></a>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<a href="#"><u>MU.912.S.3.2:</u></a>	Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples e.g., musical elements, expressive qualities, performance technique
<a href="#"><u>MU.912.S.3.4:</u></a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<a href="#"><u>MU.912.S.3.5:</u></a>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming





# Course: Music Techniques 3- 1305520

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3957.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Music Techniques 3
<b>Course Number:</b>	1305520
<b>Course Abbreviated Title:</b>	MUSIC TECNQS 3
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Music</a> <b>SubSubject:</b> <a href="#">Eurythmics</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	Students in this intermediate-level class develop their musical and technical skills further on a specific instrument or voice, and expand their technical and performance skills, enhanced by historical and cultural background knowledge of the music. Students explore more demanding solo literature, etudes, and technical exercises with increasing independence. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental class, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

## 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:**

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

<a href="#"><u>DA.912.S.2.1:</u></a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#"><u>LACC.1112.RST.2.4:</u></a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#"><u>LACC.1112.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#"><u>LACC.1112.SL.1.3:</u></a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#"><u>LACC.1112.SL.2.4:</u></a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#"><u>LACC.1112.SL.2.6:</u></a>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

<a href="#"><u>LACC.1112.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>MU.912.C.1.1:</u></a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<a href="#"><u>MU.912.C.2.1:</u></a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#"><u>MU.912.C.2.2:</u></a>	Evaluate performance quality in recorded and/or live performances.
<a href="#"><u>MU.912.C.3.1:</u></a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#"><u>MU.912.F.3.3:</u></a>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<a href="#"><u>MU.912.F.3.4:</u></a>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
<a href="#"><u>MU.912.H.1.1:</u></a>	Investigate and discuss how a culture's traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual
<a href="#"><u>MU.912.H.3.1:</u></a>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Remarks/Examples e.g., acoustics, sound amplification, materials, mechanics
<a href="#"><u>MU.912.O.2.1:</u></a>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<a href="#"><u>MU.912.O.3.1:</u></a>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.

	<p>Remarks/Examples</p> <p>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p>
<a href="#"><u>MU.912.O.3.2:</u></a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<a href="#"><u>MU.912.S.2.2:</u></a>	Transfer expressive elements and performance techniques from one piece of music to another.
<a href="#"><u>MU.912.S.3.1:</u></a>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<a href="#"><u>MU.912.S.3.2:</u></a>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <p>Remarks/Examples</p> <p>e.g., musical elements, expressive qualities, performance technique</p>
<a href="#"><u>MU.912.S.3.4:</u></a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<a href="#"><u>MU.912.S.3.5:</u></a>	<p>Develop and demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>







# Course: Music Techniques 2- 1305510

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3954.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Music Techniques 2
<b>Course Number:</b>	1305510
<b>Course Abbreviated Title:</b>	MUSIC TECNQS 2
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Music</a> <b>SubSubject:</b> <a href="#">Eurythmics</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	Students in this novice-level class continue to develop musical and technical skills on a specific instrument or voice through developmentally appropriate solo literature, etudes, scales, and exercises. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental class, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

## 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:**

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

<a href="#"><u>DA.912.S.2.1:</u></a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#"><u>LACC.910.RST.2.4:</u></a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#"><u>LACC.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LACC.910.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LACC.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LACC.910.SL.2.6:</u></a>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)
<a href="#"><u>LACC.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>MI.912.C.1.1:</u></a>	Apply listening strategies to promote appreciation and understanding

	<p>of unfamiliar musical works.</p> <p>Remarks/Examples</p> <p>e.g., listening maps, active listening, checklists</p>
<a href="#"><u>MU.912.C.2.1:</u></a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#"><u>MU.912.C.2.2:</u></a>	Evaluate performance quality in recorded and/or live performances.
<a href="#"><u>MU.912.C.3.1:</u></a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#"><u>MU.912.F.3.3:</u></a>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<a href="#"><u>MU.912.F.3.4:</u></a>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
<a href="#"><u>MU.912.O.2.1:</u></a>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<a href="#"><u>MU.912.O.3.2:</u></a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<a href="#"><u>MU.912.S.2.2:</u></a>	Transfer expressive elements and performance techniques from one piece of music to another.
<a href="#"><u>MU.912.S.3.1:</u></a>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<a href="#"><u>MU.912.S.3.2:</u></a>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <p>Remarks/Examples</p> <p>e.g., musical elements, expressive qualities, performance technique</p>
<a href="#"><u>MU.912.S.3.4:</u></a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<a href="#"><u>MU.912.S.3.5:</u></a>	<p>Develop and demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique,</p>

	tuning, strumming
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# Course: Music Techniques 1- 1305500

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3951.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Music Techniques 1
<b>Course Number:</b>	1305500
<b>Course Abbreviated Title:</b>	MUSIC TECNQS 1
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Music</a> <b>SubSubject:</b> <a href="#">Eurythmics</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	Students in this entry-level class focus on the development of musical and technical skills on a specific instrument or voice through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental class, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

## 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:**

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

<a href="#"><u>DA.912.S.2.1:</u></a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#"><u>LACC.910.RST.2.4:</u></a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#"><u>LACC.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LACC.910.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LACC.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LACC.910.SL.2.6:</u></a>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)
<a href="#"><u>LACC.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>MU.912.C.1.1:</u></a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples

	e.g., listening maps, active listening, checklists
<a href="#"><u>MU.912.C.2.1:</u></a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#"><u>MU.912.C.2.2:</u></a>	Evaluate performance quality in recorded and/or live performances.
<a href="#"><u>MU.912.C.3.1:</u></a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#"><u>MU.912.F.3.3:</u></a>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<a href="#"><u>MU.912.O.2.1:</u></a>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<a href="#"><u>MU.912.O.3.2:</u></a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<a href="#"><u>MU.912.S.2.2:</u></a>	Transfer expressive elements and performance techniques from one piece of music to another.
<a href="#"><u>MU.912.S.3.1:</u></a>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<a href="#"><u>MU.912.S.3.4:</u></a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<a href="#"><u>MU.912.S.3.5:</u></a>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples
	e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming





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# Course: Music Ensemble 4 Honors- 1305430

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## BASIC INFORMATION

<b>Course Title:</b>	Music Ensemble 4 Honors
<b>Course Number:</b>	1305430
<b>Course Abbreviated Title:</b>	MUSIC ENS 4 HON
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Music</a> <b>SubSubject:</b> <a href="#">Eurythmics</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Honors?</b>	Yes
<b>Version Description:</b>	Students with extensive vocal or instrumental ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Students use reflection and problem-solving skills with increasing independence to improve their performance and musical expressivity. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental ensemble, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.
<b>General Notes:</b>	<b>Honors and Advanced Level Course Note:</b> Academic rigor is more than simply assigning to students a greater quantity of work. Through

	the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.
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**STANDARDS (42)**

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

<a href="#"><b>DA.912.F.3.8:</b></a>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<a href="#"><b>DA.912.S.2.1:</b></a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#"><b>LACC.1112.RST.2.4:</b></a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#"><b>LACC.1112.SL.1.2:</b></a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#"><b>LACC.1112.SL.1.3:</b></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

<a href="#"><u>LACC.1112.SL.2.4:</u></a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#"><u>LACC.1112.SL.2.6:</u></a>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)
<a href="#"><u>LACC.1112.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LACC.1112.WHST.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<a href="#"><u>LACC.1112.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LACC.1112.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>MU.912.C.1.1:</u></a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<a href="#"><u>MU.912.C.1.2:</u></a>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<a href="#"><u>MU.912.C.2.1:</u></a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#"><u>MU.912.C.2.2:</u></a>	Evaluate performance quality in recorded and/or live performances.

<a href="#"><u>MU.912.C.3.1:</u></a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#"><u>MU.912.F.1.1:</u></a>	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
<a href="#"><u>MU.912.F.2.1:</u></a>	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training. Remarks/Examples e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills
<a href="#"><u>MU.912.F.2.2:</u></a>	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions. Remarks/Examples e.g., community revitalization, industry choosing new locations, cultural and social enrichment
<a href="#"><u>MU.912.F.2.3:</u></a>	Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business. Remarks/Examples e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel
<a href="#"><u>MU.912.F.3.1:</u></a>	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<a href="#"><u>MU.912.F.3.2:</u></a>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<a href="#"><u>MU.912.F.3.3:</u></a>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<a href="#"><u>MU.912.F.3.4:</u></a>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.

<a href="#"><u>MU.912.H.1.2:</u></a>	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</p> <p>Remarks/Examples</p> <p>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
<a href="#"><u>MU.912.H.1.3:</u></a>	<p>Compare two or more works of a composer across performance media.</p> <p>Remarks/Examples</p> <p>e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<a href="#"><u>MU.912.H.1.5:</u></a>	<p>Analyze music within cultures to gain understanding of authentic performance practices.</p>
<a href="#"><u>MU.912.H.2.1:</u></a>	<p>Evaluate the social impact of music on specific historical periods.</p>
<a href="#"><u>MU.912.H.2.2:</u></a>	<p>Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.</p>
<a href="#"><u>MU.912.H.2.4:</u></a>	<p>Examine the effects of developing technology on composition, performance, and acquisition of music.</p>
<a href="#"><u>MU.912.O.1.1:</u></a>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</p> <p>Remarks/Examples</p> <p>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<a href="#"><u>MU.912.O.2.1:</u></a>	<p>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</p>
<a href="#"><u>MU.912.O.3.1:</u></a>	<p>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.</p> <p>Remarks/Examples</p> <p>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p>
<a href="#"><u>MU.912.O.3.2:</u></a>	<p>Interpret and perform expressive elements indicated by the musical score and/or conductor.</p>

<p><b><u>MU.912.S.1.3:</u></b></p>	<p>Arrange a musical work by manipulating two or more aspects of the composition. Remarks/Examples</p> <p>e.g., texture, mode, form, tempo, voicing</p>
<p><b><u>MU.912.S.1.4:</u></b></p>	<p>Perform and notate, independently and accurately, melodies by ear. Remarks/Examples</p> <p>e.g., singing, playing, writing</p>
<p><b><u>MU.912.S.2.1:</u></b></p>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Remarks/Examples</p> <p>e.g., memorization, sequential process</p>
<p><b><u>MU.912.S.2.2:</u></b></p>	<p>Transfer expressive elements and performance techniques from one piece of music to another.</p>
<p><b><u>MU.912.S.3.1:</u></b></p>	<p>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</p>
<p><b><u>MU.912.S.3.2:</u></b></p>	<p>Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples</p> <p>e.g., musical elements, expressive qualities, performance technique</p>
<p><b><u>MU.912.S.3.4:</u></b></p>	<p>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</p>
<p><b><u>MU.912.S.3.5:</u></b></p>	<p>Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>



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# Course: Music Ensemble 3- 1305420

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## BASIC INFORMATION

<b>Course Title:</b>	Music Ensemble 3
<b>Course Number:</b>	1305420
<b>Course Abbreviated Title:</b>	MUSIC ENS 3
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Music</a> <b>SubSubject:</b> <a href="#">Eurythmics</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	Students strengthen vocal or instrumental ensemble performance skills, music literacy, and analytical skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental ensemble, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

## STANDARDS (35)

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

<a href="#"><u>DA.912.F.3.8:</u></a>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<a href="#"><u>DA.912.S.2.1:</u></a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#"><u>LACC.1112.RST.2.4:</u></a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#"><u>LACC.1112.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#"><u>LACC.1112.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#"><u>LACC.1112.SL.2.4:</u></a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#"><u>LACC.1112.SL.2.6:</u></a>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

<a href="#"><u>LACC.1112.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LACC.1112.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LACC.1112.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>MU.912.C.1.1:</u></a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<a href="#"><u>MU.912.C.1.2:</u></a>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<a href="#"><u>MU.912.C.2.1:</u></a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#"><u>MU.912.C.2.2:</u></a>	Evaluate performance quality in recorded and/or live performances.
<a href="#"><u>MU.912.C.3.1:</u></a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#"><u>MU.912.F.2.1:</u></a>	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training. Remarks/Examples e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills
<a href="#"><u>MU.912.F.2.3:</u></a>	Compare the organizational structure of a professional orchestra,

	<p>chorus, quintet, or other ensemble to that of a business.</p> <p>Remarks/Examples</p> <p>e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel</p>
<a href="#"><u>MU.912.F.3.1:</u></a>	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<a href="#"><u>MU.912.F.3.2:</u></a>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<a href="#"><u>MU.912.F.3.3:</u></a>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<a href="#"><u>MU.912.H.1.3:</u></a>	<p>Compare two or more works of a composer across performance media.</p> <p>Remarks/Examples</p> <p>e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<a href="#"><u>MU.912.H.1.5:</u></a>	Analyze music within cultures to gain understanding of authentic performance practices.
<a href="#"><u>MU.912.H.2.4:</u></a>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<a href="#"><u>MU.912.O.1.1:</u></a>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</p> <p>Remarks/Examples</p> <p>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<a href="#"><u>MU.912.O.2.1:</u></a>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<a href="#"><u>MU.912.O.3.1:</u></a>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.

	<p>Remarks/Examples</p> <p>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p>
<a href="#"><u>MU.912.O.3.2:</u></a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<a href="#"><u>MU.912.S.1.3:</u></a>	<p>Arrange a musical work by manipulating two or more aspects of the composition.</p> <p>Remarks/Examples</p> <p>e.g., texture, mode, form, tempo, voicing</p>
<a href="#"><u>MU.912.S.1.4:</u></a>	<p>Perform and notate, independently and accurately, melodies by ear.</p> <p>Remarks/Examples</p> <p>e.g., singing, playing, writing</p>
<a href="#"><u>MU.912.S.2.1:</u></a>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <p>Remarks/Examples</p> <p>e.g., memorization, sequential process</p>
<a href="#"><u>MU.912.S.2.2:</u></a>	Transfer expressive elements and performance techniques from one piece of music to another.
<a href="#"><u>MU.912.S.3.1:</u></a>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<a href="#"><u>MU.912.S.3.2:</u></a>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <p>Remarks/Examples</p> <p>e.g., musical elements, expressive qualities, performance technique</p>
<a href="#"><u>MU.912.S.3.4:</u></a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<a href="#"><u>MU.912.S.3.5:</u></a>	<p>Develop and demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples</p>

	e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
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# Course: Music Ensemble 2- 1305410

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## BASIC INFORMATION

<b>Course Title:</b>	Music Ensemble 2
<b>Course Number:</b>	1305410
<b>Course Abbreviated Title:</b>	MUSIC ENS 2
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Music</a> <b>SubSubject:</b> <a href="#">Eurythmics</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	Students with previous vocal or instrumental ensemble experience continue building musicianship and performance skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant musical styles and time periods. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental ensemble, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

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

<a href="#"><u>DA.912.S.2.1:</u></a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#"><u>DA.912.S.3.8:</u></a>	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms. Remarks/Examples e.g., arabesque, lateral T, jazz hands
<a href="#"><u>LACC.910.RST.2.4:</u></a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#"><u>LACC.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LACC.910.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LACC.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LACC.910.SL.2.6:</u></a>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)
<a href="#"><u>LACC.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development,



	organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LACC.910.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LACC.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>MU.912.C.1.1:</u></a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<a href="#"><u>MU.912.C.2.1:</u></a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#"><u>MU.912.C.2.2:</u></a>	Evaluate performance quality in recorded and/or live performances.
<a href="#"><u>MU.912.C.3.1:</u></a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#"><u>MU.912.F.3.2:</u></a>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<a href="#"><u>MU.912.H.1.5:</u></a>	Analyze music within cultures to gain understanding of authentic performance practices.
<a href="#"><u>MU.912.H.2.4:</u></a>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<a href="#"><u>MU.912.O.1.1:</u></a>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<a href="#"><u>MU.912.O.3.1:</u></a>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.

	<p>Remarks/Examples</p> <p>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p>
<a href="#"><u>MU.912.O.3.2:</u></a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<a href="#"><u>MU.912.S.1.3:</u></a>	<p>Arrange a musical work by manipulating two or more aspects of the composition.</p> <p>Remarks/Examples</p> <p>e.g., texture, mode, form, tempo, voicing</p>
<a href="#"><u>MU.912.S.2.1:</u></a>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <p>Remarks/Examples</p> <p>e.g., memorization, sequential process</p>
<a href="#"><u>MU.912.S.2.2:</u></a>	Transfer expressive elements and performance techniques from one piece of music to another.
<a href="#"><u>MU.912.S.3.1:</u></a>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<a href="#"><u>MU.912.S.3.2:</u></a>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <p>Remarks/Examples</p> <p>e.g., musical elements, expressive qualities, performance technique</p>
<a href="#"><u>MU.912.S.3.5:</u></a>	<p>Develop and demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>



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# Course: Music Ensemble 1- 1305400

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## BASIC INFORMATION

<b>Course Title:</b>	Music Ensemble 1
<b>Course Number:</b>	1305400
<b>Course Abbreviated Title:</b>	MUSIC ENS 1
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Music</a> <b>SubSubject:</b> <a href="#">Eurythmics</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	Students with little or no experience in a vocal or instrumental ensemble develop basic musicianship and ensemble performance skills through the study of basic, high-quality music in diverse styles. Student musicians focus on building foundational music techniques, music literacy, listening skills, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental ensemble, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

## 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:**

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

<a href="#"><u>DA.912.F.3.8:</u></a>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<a href="#"><u>DA.912.S.2.1:</u></a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#"><u>LACC.910.RST.2.4:</u></a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#"><u>LACC.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LACC.910.SL.1.3:</u></a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LACC.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LACC.910.SL.2.6:</u></a>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)
<a href="#"><u>LACC.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development,

	organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LACC.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>MU.912.C.1.1:</u></a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<a href="#"><u>MU.912.C.2.1:</u></a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#"><u>MU.912.C.2.2:</u></a>	Evaluate performance quality in recorded and/or live performances.
<a href="#"><u>MU.912.C.3.1:</u></a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#"><u>MU.912.F.3.2:</u></a>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<a href="#"><u>MU.912.H.1.5:</u></a>	Analyze music within cultures to gain understanding of authentic performance practices.
<a href="#"><u>MU.912.H.2.4:</u></a>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<a href="#"><u>MU.912.O.3.2:</u></a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<a href="#"><u>MU.912.S.1.3:</u></a>	Arrange a musical work by manipulating two or more aspects of the composition. Remarks/Examples e.g., texture, mode, form, tempo, voicing
<a href="#"><u>MU.912.S.2.2:</u></a>	Transfer expressive elements and performance techniques from one piece of music to another.
<a href="#"><u>MU.912.S.3.1:</u></a>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<a href="#"><u>MU.912.S.3.2:</u></a>	Sight-read music accurately and expressively to show synthesis of

	<p>skills. Remarks/Examples</p> <hr/> <p>e.g., musical elements, expressive qualities, performance technique</p> <hr/>
<p><b><u>MU.912.S.3.5:</u></b></p>	<p>Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples</p> <hr/> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p> <hr/>



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# Course: Eurhythmics 4- 1305330

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3917.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Eurhythmics 4
<b>Course Number:</b>	1305330
<b>Course Abbreviated Title:</b>	EURHY 4
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Music</a> <b>SubSubject:</b> <a href="#">Eurythmics</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	Student dancers develop advanced skills in creating, performing, and evaluating choreographed performances as an independent ensemble and in cooperation with a music ensemble. Coursework focuses on dance, equipment manipulation, precision, and analysis of the relationship between music and dance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

## STANDARDS (59)

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

<p><a href="#"><u>DA.912.C.1.2:</u></a></p>	<p>Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.</p> <p>Remarks/Examples</p> <p>e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</p>
<p><a href="#"><u>DA.912.C.1.3:</u></a></p>	<p>Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one’s response.</p> <p>Remarks/Examples</p> <p>e.g., journal entries, discussion</p>
<p><a href="#"><u>DA.912.C.1.4:</u></a></p>	<p>Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one’s own retention of patterns, complex steps, and sequences for rehearsal and performance.</p>
<p><a href="#"><u>DA.912.C.2.1:</u></a></p>	<p>Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.</p> <p>Remarks/Examples</p> <p>e.g., improvisation, trial and error, collaboration</p>
<p><a href="#"><u>DA.912.C.2.2:</u></a></p>	<p>Make informed critical assessments of the quality and effectiveness of one’s own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.</p>

	<p>Remarks/Examples</p> <p>e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works</p>
<a href="#"><u>DA.912.C.2.3:</u></a>	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
<a href="#"><u>DA.912.C.2.4:</u></a>	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
<a href="#"><u>DA.912.C.3.1:</u></a>	<p>Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.</p> <p>Remarks/Examples</p> <p>e.g., use of movements, elements, principles of design, lighting, costumes, music</p>
<a href="#"><u>DA.912.C.3.2:</u></a>	<p>Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.</p> <p>Remarks/Examples</p> <p>e.g., time management, refining dance steps, research</p>
<a href="#"><u>DA.912.F.1.3:</u></a>	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
<a href="#"><u>DA.912.F.2.1:</u></a>	<p>Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and dance-related fields.</p> <p>Remarks/Examples</p> <p>e.g., dancer, teacher, artistic director, stage manager, videographer, costumer, agent, Pilates teacher, dance therapist, nutritionist</p>
<a href="#"><u>DA.912.F.3.1:</u></a>	Demonstrate leadership and responsibility through designing choreography, planning rehearsals, or directing a dance piece.
<a href="#"><u>DA.912.F.3.2:</u></a>	Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one's work as a dancer.

	<p>Remarks/Examples</p> <p>e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment</p>
<a href="#"><u>DA.912.F.3.6:</u></a>	<p>Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.</p> <p>Remarks/Examples</p> <p>e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines</p>
<a href="#"><u>DA.912.F.3.8:</u></a>	<p>Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.</p>
<a href="#"><u>DA.912.H.1.1:</u></a>	<p>Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.</p>
<a href="#"><u>DA.912.H.1.2:</u></a>	<p>Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.</p>
<a href="#"><u>DA.912.H.1.3:</u></a>	<p>Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.</p>
<a href="#"><u>DA.912.H.3.3:</u></a>	<p>Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.</p>
<a href="#"><u>DA.912.O.1.2:</u></a>	<p>Apply standards of class and performance etiquette consistently to attain optimal working conditions.</p> <p>Remarks/Examples</p> <p>e.g., appropriate attire, professional respect, traditions, procedures</p>
<a href="#"><u>DA.912.O.1.5:</u></a>	<p>Construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework.</p> <p>Remarks/Examples</p> <p>e.g., ABA, ABCA, ABACA, narrative, motif, beginning-middle-end, motif manipulation</p>
<a href="#"><u>DA.912.O.3.1:</u></a>	<p>Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps,</p>

	pantomime, and gestures.
<a href="#"><u>DA.912.O.3.2:</u></a>	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
<a href="#"><u>DA.912.S.1.1:</u></a>	Synthesize a variety of choreographic principles and structures to create a dance. Remarks/Examples e.g., unity, variety, contrast, repetition, transition
<a href="#"><u>DA.912.S.1.2:</u></a>	Generate choreographic ideas through improvisation and physical brainstorming.
<a href="#"><u>DA.912.S.2.1:</u></a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#"><u>DA.912.S.2.2:</u></a>	Apply corrections and concepts from previously learned steps to different material to improve processing of new information. Remarks/Examples e.g., repetition, revision, refinement, focus
<a href="#"><u>DA.912.S.2.4:</u></a>	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
<a href="#"><u>DA.912.S.3.2:</u></a>	Develop and maintain flexibility, strength, and stamina for wellness and performance.
<a href="#"><u>DA.912.S.3.4:</u></a>	Perform dance vocabulary with musicality and sensitivity. Remarks/Examples e.g., on the counts, fill the music, emulate musical nuance
<a href="#"><u>LACC.1112.RST.2.4:</u></a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#"><u>LACC.1112.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#"><u>LACC.1112.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word

	choice, points of emphasis, and tone used.
<a href="#"><u>LACC.1112.SL.2.4:</u></a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#"><u>LACC.1112.SL.2.6:</u></a>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)
<a href="#"><u>LACC.1112.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LACC.1112.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LACC.1112.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>MU.912.C.1.1:</u></a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<a href="#"><u>MU.912.C.2.2:</u></a>	Evaluate performance quality in recorded and/or live performances.
<a href="#"><u>MU.912.C.3.1:</u></a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#"><u>MU.912.F.1.2:</u></a>	Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.
<a href="#"><u>MU.912.F.2.2:</u></a>	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions. Remarks/Examples e.g., community revitalization, industry choosing new locations,

	cultural and social enrichment
<a href="#"><u>MU.912.F.3.1:</u></a>	Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<a href="#"><u>MU.912.F.3.2:</u></a>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<a href="#"><u>MU.912.F.3.3:</u></a>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<a href="#"><u>MU.912.F.3.4:</u></a>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
<a href="#"><u>MU.912.H.1.1:</u></a>	Investigate and discuss how a culture’s traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual
<a href="#"><u>MU.912.H.2.1:</u></a>	Evaluate the social impact of music on specific historical periods.
<a href="#"><u>MU.912.H.2.2:</u></a>	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
<a href="#"><u>MU.912.O.1.1:</u></a>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<a href="#"><u>MU.912.O.3.1:</u></a>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration

<a href="#"><u>MU.912.O.3.2:</u></a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<a href="#"><u>MU.912.S.2.1:</u></a>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Remarks/Examples e.g., memorization, sequential process
<a href="#"><u>MU.912.S.2.2:</u></a>	Transfer expressive elements and performance techniques from one piece of music to another.
<a href="#"><u>MU.912.S.3.4:</u></a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<a href="#"><u>PE.912.C.2.2:</u></a>	Apply terminology and etiquette in dance.
<a href="#"><u>PE.912.C.2.3:</u></a>	Analyze the movement performance of self and others. Remarks/Examples Some examples are video analysis and checklist.
<a href="#"><u>PE.912.C.2.5:</u></a>	Analyze the relationship between music and dance.



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# Course: Eurhythmics 3- 1305320

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## BASIC INFORMATION

<b>Course Title:</b>	Eurhythmics 3
<b>Course Number:</b>	1305320
<b>Grade Level(s):</b>	9, 10, 11, 12
<b>Course Abbreviated Title:</b>	EURHY 3
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Music</a> <b>SubSubject:</b> <a href="#">Eurythmics</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	Student dancers strengthen their performance and evaluative skills, and explore the basic processes of designing choreography for an independent ensemble or in cooperation with a music ensemble. Students develop more sophisticated dance skills and equipment manipulation. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

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

<p><b><u>DA.912.C.1.2:</u></b></p>	<p>Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.</p> <p>Remarks/Examples</p> <hr/> <p>e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</p> <hr/>
<p><b><u>DA.912.C.1.4:</u></b></p>	<p>Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one’s own retention of patterns, complex steps, and sequences for rehearsal and performance.</p>
<p><b><u>DA.912.C.2.2:</u></b></p>	<p>Make informed critical assessments of the quality and effectiveness of one’s own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.</p> <p>Remarks/Examples</p> <hr/> <p>e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works</p> <hr/>
<p><b><u>DA.912.C.2.3:</u></b></p>	<p>Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.</p>
<p><b><u>DA.912.C.3.1:</u></b></p>	<p>Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.</p> <p>Remarks/Examples</p> <hr/> <p>e.g., use of movements, elements, principles of design, lighting,</p>

	costumes, music
<a href="#"><u>DA.912.C.3.2:</u></a>	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. Remarks/Examples e.g., time management, refining dance steps, research
<a href="#"><u>DA.912.F.2.1:</u></a>	Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and dance-related fields. Remarks/Examples e.g., dancer, teacher, artistic director, stage manager, videographer, costumer, agent, Pilates teacher, dance therapist, nutritionist
<a href="#"><u>DA.912.F.3.6:</u></a>	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques. Remarks/Examples e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
<a href="#"><u>DA.912.F.3.8:</u></a>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<a href="#"><u>DA.912.H.1.1:</u></a>	Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.
<a href="#"><u>DA.912.H.1.3:</u></a>	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
<a href="#"><u>DA.912.H.3.3:</u></a>	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
<a href="#"><u>DA.912.O.1.2:</u></a>	Apply standards of class and performance etiquette consistently to attain optimal working conditions. Remarks/Examples e.g., appropriate attire, professional respect, traditions, procedures

<a href="#"><u>DA.912.O.3.1:</u></a>	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
<a href="#"><u>DA.912.O.3.2:</u></a>	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
<a href="#"><u>DA.912.S.1.2:</u></a>	Generate choreographic ideas through improvisation and physical brainstorming.
<a href="#"><u>DA.912.S.2.1:</u></a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#"><u>DA.912.S.2.2:</u></a>	Apply corrections and concepts from previously learned steps to different material to improve processing of new information. Remarks/Examples e.g., repetition, revision, refinement, focus
<a href="#"><u>DA.912.S.2.4:</u></a>	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
<a href="#"><u>DA.912.S.3.2:</u></a>	Develop and maintain flexibility, strength, and stamina for wellness and performance.
<a href="#"><u>DA.912.S.3.4:</u></a>	Perform dance vocabulary with musicality and sensitivity. Remarks/Examples e.g., on the counts, fill the music, emulate musical nuance
<a href="#"><u>LACC.1112.RST.2.4:</u></a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#"><u>LACC.1112.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#"><u>LACC.1112.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#"><u>LACC.1112.SL.2.4:</u></a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed,

	and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#"><u>LACC.1112.SL.2.6:</u></a>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)
<a href="#"><u>LACC.1112.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LACC.1112.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>MU.912.C.1.1:</u></a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<a href="#"><u>MU.912.C.2.2:</u></a>	Evaluate performance quality in recorded and/or live performances.
<a href="#"><u>MU.912.C.3.1:</u></a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#"><u>MU.912.F.2.2:</u></a>	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions. Remarks/Examples e.g., community revitalization, industry choosing new locations, cultural and social enrichment
<a href="#"><u>MU.912.F.3.1:</u></a>	Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<a href="#"><u>MU.912.F.3.2:</u></a>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<a href="#"><u>MU.912.F.3.4:</u></a>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.

<p><b><u>MU.912.H.1.1:</u></b></p>	<p>Investigate and discuss how a culture’s traditions are reflected through its music. Remarks/Examples</p> <p>e.g., patriotic, folk, celebration, entertainment, spiritual</p>
<p><b><u>MU.912.H.2.1:</u></b></p>	<p>Evaluate the social impact of music on specific historical periods.</p>
<p><b><u>MU.912.H.2.2:</u></b></p>	<p>Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.</p>
<p><b><u>MU.912.O.1.1:</u></b></p>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples</p> <p>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<p><b><u>MU.912.O.3.1:</u></b></p>	<p>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. Remarks/Examples</p> <p>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p>
<p><b><u>MU.912.O.3.2:</u></b></p>	<p>Interpret and perform expressive elements indicated by the musical score and/or conductor.</p>
<p><b><u>MU.912.S.2.1:</u></b></p>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Remarks/Examples</p> <p>e.g., memorization, sequential process</p>
<p><b><u>MU.912.S.2.2:</u></b></p>	<p>Transfer expressive elements and performance techniques from one piece of music to another.</p>
<p><b><u>MU.912.S.3.4:</u></b></p>	<p>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</p>
<p><b><u>PE.912.C.2.2:</u></b></p>	<p>Apply terminology and etiquette in dance.</p>

<b><u>PE.912.C.2.3:</u></b>	Analyze the movement performance of self and others. Remarks/Examples Some examples are video analysis and checklist.
<b><u>PE.912.C.2.5:</u></b>	Analyze the relationship between music and dance.



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# Course: Eurhythmics 2- 1305310

Direct link to this

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## BASIC INFORMATION

<b>Course Title:</b>	Eurhythmics 2
<b>Course Number:</b>	1305310
<b>Course Abbreviated Title:</b>	EURHY 2
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Music</a> <b>SubSubject:</b> <a href="#">Eurhythmics</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	Student dancers build on previous experience to perform and evaluate choreographed performances as an independent ensemble and in cooperation with a music ensemble. Students focus on strengthening dance skills, equipment manipulation, precision, and the relationship between music and dance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

## STANDARDS (35)

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

<p><a href="#"><u>DA.912.C.1.2:</u></a></p>	<p>Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.</p> <p>Remarks/Examples</p> <p>e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</p>
<p><a href="#"><u>DA.912.C.2.2:</u></a></p>	<p>Make informed critical assessments of the quality and effectiveness of one’s own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.</p> <p>Remarks/Examples</p> <p>e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works</p>
<p><a href="#"><u>DA.912.C.2.3:</u></a></p>	<p>Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.</p>
<p><a href="#"><u>DA.912.F.3.6:</u></a></p>	<p>Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.</p> <p>Remarks/Examples</p> <p>e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines</p>
<p><a href="#"><u>DA.912.F.3.8:</u></a></p>	<p>Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.</p>



<a href="#"><u>DA.912.O.1.2:</u></a>	<p>Apply standards of class and performance etiquette consistently to attain optimal working conditions.</p> <p>Remarks/Examples</p> <p>e.g., appropriate attire, professional respect, traditions, procedures</p>
<a href="#"><u>DA.912.O.3.1:</u></a>	<p>Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.</p>
<a href="#"><u>DA.912.O.3.2:</u></a>	<p>Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.</p>
<a href="#"><u>DA.912.S.1.2:</u></a>	<p>Generate choreographic ideas through improvisation and physical brainstorming.</p>
<a href="#"><u>DA.912.S.2.1:</u></a>	<p>Sustain focused attention, respect, and discipline during class, rehearsal, and performance.</p>
<a href="#"><u>DA.912.S.2.4:</u></a>	<p>Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.</p>
<a href="#"><u>DA.912.S.3.2:</u></a>	<p>Develop and maintain flexibility, strength, and stamina for wellness and performance.</p>
<a href="#"><u>DA.912.S.3.4:</u></a>	<p>Perform dance vocabulary with musicality and sensitivity.</p> <p>Remarks/Examples</p> <p>e.g., on the counts, fill the music, emulate musical nuance</p>
<a href="#"><u>LACC.910.RST.2.4:</u></a>	<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</p>
<a href="#"><u>LACC.910.SL.1.2:</u></a>	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
<a href="#"><u>LACC.910.SL.1.3:</u></a>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<a href="#"><u>LACC.910.SL.2.4:</u></a>	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>

<a href="#"><u>LACC.910.SL.2.6:</u></a>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)
<a href="#"><u>LACC.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LACC.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>MU.912.C.1.1:</u></a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<a href="#"><u>MU.912.C.2.2:</u></a>	Evaluate performance quality in recorded and/or live performances.
<a href="#"><u>MU.912.C.3.1:</u></a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#"><u>MU.912.F.3.1:</u></a>	Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<a href="#"><u>MU.912.F.3.2:</u></a>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<a href="#"><u>MU.912.F.3.4:</u></a>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
<a href="#"><u>MU.912.H.2.1:</u></a>	Evaluate the social impact of music on specific historical periods.
<a href="#"><u>MU.912.O.1.1:</u></a>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<a href="#"><u>MU.912.O.3.1:</u></a>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener,

	<p>the implied meaning of the composer/performer.</p> <p>Remarks/Examples</p> <p>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p>
<b><u>MU.912.S.2.1:</u></b>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <p>Remarks/Examples</p> <p>e.g., memorization, sequential process</p>
<b><u>MU.912.S.2.2:</u></b>	<p>Transfer expressive elements and performance techniques from one piece of music to another.</p>
<b><u>MU.912.S.3.4:</u></b>	<p>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</p>
<b><u>PE.912.C.2.2:</u></b>	<p>Apply terminology and etiquette in dance.</p>
<b><u>PE.912.C.2.3:</u></b>	<p>Analyze the movement performance of self and others.</p> <p>Remarks/Examples</p> <p>Some examples are video analysis and checklist.</p>
<b><u>PE.912.C.2.5:</u></b>	<p>Analyze the relationship between music and dance.</p>



# Course: Eurhythmics 1- 1305300

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3911.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Eurhythmics 1
<b>Course Number:</b>	1305300
<b>Course Abbreviated Title:</b>	EURHY 1
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Music</a> <b>SubSubject:</b> <a href="#">Eurythmics</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	Student dancers develop basic skills in performing and evaluating choreographed performances as an independent ensemble and in cooperation with a music ensemble. Emphasis is placed on dance, equipment manipulation, precision, and the relationship between music and dance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

## STANDARDS (28)

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

<p><a href="#"><u>DA.912.C.1.2:</u></a></p>	<p>Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.          Remarks/Examples          e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</p>
<p><a href="#"><u>DA.912.C.2.3:</u></a></p>	<p>Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.</p>
<p><a href="#"><u>DA.912.F.3.6:</u></a></p>	<p>Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.          Remarks/Examples          e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines</p>
<p><a href="#"><u>DA.912.F.3.8:</u></a></p>	<p>Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.</p>
<p><a href="#"><u>DA.912.O.1.2:</u></a></p>	<p>Apply standards of class and performance etiquette consistently to attain optimal working conditions.          Remarks/Examples          e.g., appropriate attire, professional respect, traditions, procedures</p>
<p><a href="#"><u>DA.912.O.3.1:</u></a></p>	<p>Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.</p>
<p><a href="#"><u>DA.912.O.3.2:</u></a></p>	<p>Use imagery, analogy, and metaphor to improve body alignment</p>

	and/or enhance the quality of movements, steps, phrases, or dances.
<a href="#"><u>DA.912.S.2.1:</u></a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#"><u>DA.912.S.2.4:</u></a>	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
<a href="#"><u>DA.912.S.3.2:</u></a>	Develop and maintain flexibility, strength, and stamina for wellness and performance.
<a href="#"><u>DA.912.S.3.4:</u></a>	Perform dance vocabulary with musicality and sensitivity.
	Remarks/Examples
	e.g., on the counts, fill the music, emulate musical nuance
<a href="#"><u>LACC.910.RST.2.4:</u></a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#"><u>LACC.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LACC.910.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LACC.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LACC.910.SL.2.6:</u></a>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)
<a href="#"><u>LACC.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LACC.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>MU.912.C.1.1:</u></a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
	Remarks/Examples

	e.g., listening maps, active listening, checklists
<a href="#"><u>MU.912.C.2.2:</u></a>	Evaluate performance quality in recorded and/or live performances.
<a href="#"><u>MU.912.C.3.1:</u></a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#"><u>MU.912.F.3.2:</u></a>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<a href="#"><u>MU.912.O.1.1:</u></a>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<a href="#"><u>MU.912.O.3.1:</u></a>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<a href="#"><u>MU.912.S.2.1:</u></a>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Remarks/Examples e.g., memorization, sequential process
<a href="#"><u>PE.912.C.2.2:</u></a>	Apply terminology and etiquette in dance.
<a href="#"><u>PE.912.C.2.3:</u></a>	Analyze the movement performance of self and others. Remarks/Examples Some examples are video analysis and checklist.
<a href="#"><u>PE.912.C.2.5:</u></a>	Analyze the relationship between music and dance.



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# Course: Music Technology and Sound Engineering 4 - Honors- 1304330

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4059.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Music Technology and Sound Engineering 4 - Honors
<b>Course Number:</b>	1304330
<b>Course Abbreviated Title:</b>	MUS TECH ENG 4 HON
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Music</a> <b>SubSubject:</b> <a href="#">Electronic Music</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Honors?</b>	Yes
<b>Version Description:</b>	Students refine and build on previous experience to identify their own creative voice through music technology and sound engineering, independently integrating their knowledge of traditional musical elements with past and current technologies used to capture, create, mix, and present music of their own design. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.
<b>General Notes:</b>	<b>Honors and Advanced Level Course Note:</b> Academic rigor is more

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

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

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

### **[DA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)**

#### **[DA.912.S.2.1 :](#)**

Sustain focused attention, respect, and discipline during class, rehearsal, and 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.](#)

### **[LACC.1112.RST.2 Craft and Structure](#)**

#### **[LACC.1112.RST.2.4 :](#)**

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

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

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

### **LACC.1112.RST.3 Integration of Knowledge and Ideas**

#### **LACC.1112.RST.3.7 :**

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.  
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10  
Belongs to: [Integration of Knowledge and Ideas](#)

### **LACC.1112.SL.1 Comprehension and Collaboration**

#### **LACC.1112.SL.1.2 :**

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.  
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10  
Belongs to: [Comprehension and Collaboration](#)

#### **LACC.1112.SL.1.3 :**

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.  
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10  
Belongs to: [Comprehension and Collaboration](#)

### **LACC.1112.SL.2 Presentation of Knowledge and Ideas**

#### **LACC.1112.SL.2.4 :**

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.  
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10  
Belongs to: [Presentation of Knowledge and Ideas](#)

#### **LACC.1112.SL.2.5 :**

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

	<p>interest.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentation of Knowledge and Ideas</a></p>
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**LACC.1112.WHST.2 Production and Distribution of Writing**

<p><b><u>LACC.1112.WHST.2.4</u></b></p> <p>:</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 &amp; Complex Reasoning   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Production and Distribution of Writing</a></p>
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<p><b><u>LACC.1112.WHST.2.6</u></b></p> <p>:</p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Production and Distribution of Writing</a></p>
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**LACC.1112.WHST.3 Research to Build and Present Knowledge**

<p><b><u>LACC.1112.WHST.3.7</u></b></p> <p>:</p>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>Cognitive Complexity: Level 4: Extended Thinking &amp; Complex Reasoning   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Research to Build and Present Knowledge</a></p>
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<p><b><u>LACC.1112.WHST.3.8</u></b></p> <p>:</p>	<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>Cognitive Complexity: Level 4: Extended Thinking &amp; Complex Reasoning   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Research to Build and Present Knowledge</a></p>
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<p><b><u>LACC.1112.WHST.3.9</u></b></p> <p>:</p>	<p>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning   Date</p>
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Adopted or Revised: 12/10  
Belongs to: [Research to Build and Present Knowledge](#)

**MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.**

**MU.912.S.1.8 :**

Record, mix, and edit a recorded performance.  
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.](#)

**MU.912.S.1.2 :**

Compose music for voices and/or acoustic, digital, or electronic instruments.  
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.](#)

**MU.912.S.1.3 :**

Arrange a musical work by manipulating two or more aspects of the composition.  
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., texture, mode, form, tempo, voicing

**MU.912.S.1.6 :**

Synthesize music, MIDI, pod-casting, webpage-development, and/or similar technology-based skills to share knowledge.  
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., history of electronic music and musicians; physics of sound; signal flow; effects of MIDI on studios, instruments, musicians, and producers

**MU.912.S.1.7 :**

Combine and/or create virtual and audio instruments.  
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.](#)

**MU.912.S.1.9 :**

Score music and use Foley art for a video segment or full video.  
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.](#)

**MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.**

**MU.912.C.1.1 :**

Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

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., listening maps, active listening, checklists

**MU.912.C.1.2 :**

Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.

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., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title

**MU.912.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.**

**MU.912.C.2.1 :**

Evaluate and make appropriate adjustments to personal performance in solo and ensembles.

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.](#)

**MU.912.C.2.2 :**

Evaluate performance quality in recorded and/or live performances.

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.](#)

**MU.912.C.2.3 :**

Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.

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.](#)

**MU.912.C.3 The processes of critiquing works of art lead to development of critical-**

**thinking skills transferable to other contexts.**

**MU.912.C.3.1 :**

Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.

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.](#)

**MU.912.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.**

**MU.912.F.1.1 :**

Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.

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.](#)

**MU.912.F.1.2 :**

Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.

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.](#)

**MU.912.F.2 Careers in and related to the arts significantly and positively impact local and global economies.**

**MU.912.F.2.1 :**

Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.

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., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills

**MU.912.F.2.2 :**

Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.

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., community revitalization, industry choosing new locations, cultural and social enrichment

**MU.912.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.**

**MU.912.F.3.1 :**

Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.

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.](#)

**MU.912.F.3.2 :**

Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.

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.](#)

**MU.912.F.3.3 :**

Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.

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.](#)

**MU.912.F.3.4 :**

Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.

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.](#)

**MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).**

**MU.912.H.1.1 :**

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

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>Remarks/Examples</p> <p>e.g., patriotic, folk, celebration, entertainment, spiritual</p>
<p><b><u>MU.912.H.1.2 :</u></b></p>	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a></p> <p>Remarks/Examples</p> <p>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
<p><b><u>MU.912.H.1.3 :</u></b></p>	<p>Compare two or more works of a composer across performance media.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a></p> <p>Remarks/Examples</p> <p>e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<p><b><u>MU.912.H.1.4 :</u></b></p>	<p>Analyze how Western music has been influenced by historical and current world cultures.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a></p>
<p><b><u>MU.912.H.1.5 :</u></b></p>	<p>Analyze music within cultures to gain understanding of authentic performance practices.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a></p>
<p><b><u>MU.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</u></b></p>	
<p><b><u>MU.912.H.2.2 :</u></b></p>	<p>Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</a></p>
<p><b><u>MU.912.H.2.3 :</u></b></p>	<p>Analyze the evolution of a music genre.</p>

	<p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</a></p> <p>Remarks/Examples</p> <p>e.g., jazz, blues</p>
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<b><u>MU.912.H.2.4 :</u></b>	<p>Examine the effects of developing technology on composition, performance, and acquisition of music.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</a></p>
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**MU.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.**

<b><u>MU.912.H.3.1 :</u></b>	<p>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</a></p> <p>Remarks/Examples</p> <p>e.g., acoustics, sound amplification, materials, mechanics</p>
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<b><u>MU.912.H.3.2 :</u></b>	<p>Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</a></p> <p>Remarks/Examples</p> <p>e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking</p>
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**MU.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.**

<b><u>MU.912.O.1.1 :</u></b>	Evaluate the organizational principles and conventions in musical
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	works and discuss their effect on structure. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</a>
	Remarks/Examples
	e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble

**[MU.912.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)**

<b><u>MU.912.O.2.1 :</u></b>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</a>
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**[MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)**

<b><u>MU.912.O.3.1 :</u></b>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</a>
	Remarks/Examples
	e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration

**[MU.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)**

<b><u>MU.912.S.2.2 :</u></b>	Transfer expressive elements and performance techniques from one piece of music to another. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a>
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**MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.**

**MU.912.S.3.1 :**

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

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.](#)



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# Course: Music Technology and Sound Engineering 3 Honors- 1304320

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4054.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Music Technology and Sound Engineering 3 Honors
<b>Course Number:</b>	1304320
<b>Course Abbreviated Title:</b>	MUS TECH & SO ENG 3H
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Music</a> <b>SubSubject:</b> <a href="#">Electronic Music</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Honors?</b>	Yes
<b>Version Description:</b>	Students expand their experience with music technology and sound engineering, integrating their knowledge of traditional musical elements with past and current technologies used to capture, create, mix, and present music. Students focus on deeper exploration of their own creative work, enhanced by their knowledge of music and other arts and sciences. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.
<b>General Notes:</b>	<b>Honors and Advanced Level Course Note:</b> Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas

that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

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

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

### **[DA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)**

#### **DA.912.S.2.1 :**

Sustain focused attention, respect, and discipline during class, rehearsal, and 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.](#)

### **[LACC.1112.RST.2 Craft and Structure](#)**

#### **LACC.1112.RST.2.4 :**

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

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

Belongs to: [Craft and Structure](#)

### [LACC.1112.RST.3 Integration of Knowledge and Ideas](#)

#### [LACC.1112.RST.3.7 :](#)

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.  
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10  
Belongs to: [Integration of Knowledge and Ideas](#)

### [LACC.1112.SL.1 Comprehension and Collaboration](#)

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

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.  
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10  
Belongs to: [Comprehension and Collaboration](#)

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

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.  
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10  
Belongs to: [Comprehension and Collaboration](#)

### [LACC.1112.SL.2 Presentation of Knowledge and Ideas](#)

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

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.  
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10  
Belongs to: [Presentation of Knowledge and Ideas](#)

#### [LACC.1112.SL.2.5 :](#)

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.  
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

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

## **LACC.1112.WHST.2 Production and Distribution of Writing**

### **LACC.1112.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.1112.WHST.2.6**

:

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

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

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

## **LACC.1112.WHST.3 Research to Build and Present Knowledge**

### **LACC.1112.WHST.3.7**

:

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

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

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

### **LACC.1112.WHST.3.8**

:

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

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

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

### **LACC.1112.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](#)



**MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.**

**MU.912.C.1.1 :**

Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

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., listening maps, active listening, checklists

**MU.912.C.1.2 :**

Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.

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., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title

**MU.912.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.**

**MU.912.C.2.1 :**

Evaluate and make appropriate adjustments to personal performance in solo and ensembles.

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.](#)

**MU.912.C.2.2 :**

Evaluate performance quality in recorded and/or live performances.

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.](#)

**MU.912.C.2.3 :**

Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.

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.](#)

**MU.912.C.3 The processes of critiquing works of art lead to development of critical-**

**thinking skills transferable to other contexts.**

**MU.912.C.3.1 :**

Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.

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.](#)

**MU.912.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.**

**MU.912.F.1.2 :**

Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.

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.](#)

**MU.912.F.2 Careers in and related to the arts significantly and positively impact local and global economies.**

**MU.912.F.2.1 :**

Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.

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., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills

**MU.912.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.**

**MU.912.F.3.2 :**

Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.

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.](#)

**MU.912.F.3.3 :**

Define, prioritize, monitor, and successfully complete tasks related

	<p>to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</a></p>
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<b><u>MU.912.F.3.4 :</u></b>	<p>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</a></p>
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**MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).**

<b><u>MU.912.H.1.2 :</u></b>	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a></p> <p>Remarks/Examples</p> <hr/> <p>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
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**MU.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.**

<b><u>MU.912.H.2.1 :</u></b>	<p>Evaluate the social impact of music on specific historical periods.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</a></p>
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<b><u>MU.912.H.2.4 :</u></b>	<p>Examine the effects of developing technology on composition, performance, and acquisition of music.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</a></p>
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**MU.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.**

<b><u>MU.912.H.3.1 :</u></b>	<p>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound</p>
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	<p>production affects musical performance.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</a>  Remarks/Examples</p> <hr/> <p>e.g., acoustics, sound amplification, materials, mechanics</p>
<p><b><u>MU.912.H.3.2 :</u></b></p>	<p>Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</a>  Remarks/Examples</p> <hr/> <p>e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking</p>
<p><b><u>MU.912.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></b></p>	
<p><b><u>MU.912.O.1.1 :</u></b></p>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</a>  Remarks/Examples</p> <hr/> <p>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<p><b><u>MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</u></b></p>	
<p><b><u>MU.912.O.3.1 :</u></b></p>	<p>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Every art form uses its own unique language, verbal and non-verbal.</a></p>

	<p><a href="#">to document and communicate with the world.</a></p> <p>Remarks/Examples</p> <p>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p>
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**[MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)**

<b><u><a href="#">MU.912.S.1.2 :</a></u></b>	<p>Compose music for voices and/or acoustic, digital, or electronic instruments.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</a></p>
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<b><u><a href="#">MU.912.S.1.3 :</a></u></b>	<p>Arrange a musical work by manipulating two or more aspects of the composition.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</a></p> <p>Remarks/Examples</p> <p>e.g., texture, mode, form, tempo, voicing</p>
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<b><u><a href="#">MU.912.S.1.7 :</a></u></b>	<p>Combine and/or create virtual and audio instruments.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</a></p>
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<b><u><a href="#">MU.912.S.1.8 :</a></u></b>	<p>Record, mix, and edit a recorded performance.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</a></p>
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**[MU.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)**

<b><u><a href="#">MU.912.S.2.2 :</a></u></b>	<p>Transfer expressive elements and performance techniques from one piece of music to another.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a></p>
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**[MU.912.S.3 Through purposeful practice, artists learn to manage, master, and](#)**

refine simple, then complex, skills and techniques.

MU.912.S.3.4 :

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



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# Course: Music Technology and Sound Engineering 2- 1304310

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4034.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Music Technology and Sound Engineering 2
<b>Course Number:</b>	1304310
<b>Course Abbreviated Title:</b>	MUS TECH & SO ENG 2
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Music</a> <b>SubSubject:</b> <a href="#">Electronic Music</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	Students build on previous experience with the fundamentals of music technology and sound engineering to integrate their knowledge of traditional musical elements with past and current technologies used to capture, create, mix, and present music. They explore the creative and aesthetic implications of music technology and sound engineering through class work. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

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

LACC.910.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

**[DA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)**

**[DA.912.S.2.1 :](#)**

Sustain focused attention, respect, and discipline during class, rehearsal, and 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.](#)

**[LACC.910.L.1 Conventions of Standard English](#)**

**[LACC.910.L.1.1 :](#)**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use parallel structure.
- b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

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



Adopted or Revised: 12/10  
Belongs to: [Conventions of Standard English](#)

### **LACC.910.RST.2 Craft and Structure**

**LACC.910.RST.2.4 :** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.  
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date  
Adopted or Revised: 12/10  
Belongs to: [Craft and Structure](#)

### **LACC.910.RST.3 Integration of Knowledge and Ideas**

**LACC.910.RST.3.7 :** Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.  
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date  
Adopted or Revised: 12/10  
Belongs to: [Integration of Knowledge and Ideas](#)

### **LACC.910.SL.1 Comprehension and Collaboration**

**LACC.910.SL.1.2 :** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.  
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date  
Adopted or Revised: 12/10  
Belongs to: [Comprehension and Collaboration](#)

**LACC.910.SL.1.3 :** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.  
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date  
Adopted or Revised: 12/10  
Belongs to: [Comprehension and Collaboration](#)

### **LACC.910.SL.2 Presentation of Knowledge and Ideas**

**LACC.910.SL.2.4 :** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.  
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

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

**LACC.910.WHST.3 Research to Build and Present Knowledge**

**LACC.910.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](#)

**MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.**

**MU.912.C.1.1 :** Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  
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., listening maps, active listening, checklists

**MU.912.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.**

**MU.912.C.2.2 :** Evaluate performance quality in recorded and/or live performances.  
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.](#)

**MU.912.C.2.3 :** Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.  
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.](#)

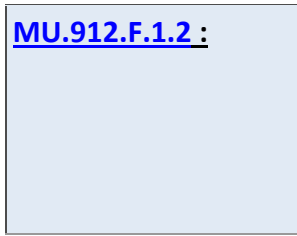
**MU.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.**

**MU.912.C.3.1 :** Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.



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.](#)

**[MU.912.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)**

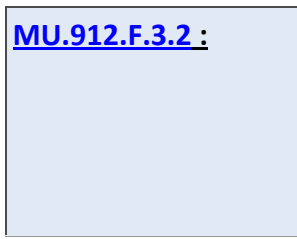


**[MU.912.F.1.2 :](#)**

Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.

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.](#)

**[MU.912.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.](#)**

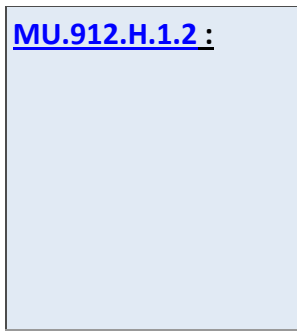


**[MU.912.F.3.2 :](#)**

Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.

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.](#)

**[MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)**



**[MU.912.H.1.2 :](#)**

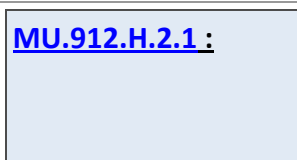
Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.

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., vocal, instrumental, guitar, keyboard, electronic, handbells

**[MU.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)**



**[MU.912.H.2.1 :](#)**

Evaluate the social impact of music on specific historical periods.

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.](#)

**MU.912.H.2.4 :**

Examine the effects of developing technology on composition, performance, and acquisition of music.

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.](#)

**MU.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.**

**MU.912.H.3.1 :**

Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.

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., acoustics, sound amplification, materials, mechanics

**MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.**

**MU.912.S.1.2 :**

Compose music for voices and/or acoustic, digital, or electronic instruments.

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.](#)

**MU.912.S.1.3 :**

Arrange a musical work by manipulating two or more aspects of the composition.

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., texture, mode, form, tempo, voicing

**MU.912.S.1.5 :**

Research and report on the impact of MIDI as an industry-standard protocol.

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.](#)

**MU.912.S.1.7 :**

Combine and/or create virtual and audio instruments.

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

	Belongs to: <a href="#">The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</a>
<b><u>MU.912.S.1.8 :</u></b>	Record, mix, and edit a recorded performance. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</a>

**MU.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.**

<b><u>MU.912.S.2.2 :</u></b>	Transfer expressive elements and performance techniques from one piece of music to another. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a>
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**MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.**

<b><u>MU.912.S.3.4 :</u></b>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a>
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# Course: Music Technology and Sound Engineering 1- 1304300

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4031.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Music Technology and Sound Engineering 1
<b>Course Number:</b>	1304300
<b>Course Abbreviated Title:</b>	MUS TECH & SO ENG 1
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Music</a> <b>SubSubject:</b> <a href="#">Electronic Music</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	Students explore the fundamental applications and tools of music technology and sound engineering. As they create and learn its terminology, students also learn the history and aesthetic development of technology used to capture, create, and distribute music. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

## STANDARDS (21)

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

LACC.910.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

**[DA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)**

**[DA.912.S.2.1 :](#)**

Sustain focused attention, respect, and discipline during class, rehearsal, and 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.](#)

**[LACC.910.L.1 Conventions of Standard English](#)**

**[LACC.910.L.1.1 :](#)**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use parallel structure.
- b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

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

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

### **LACC.910.RST.2 Craft and Structure**

#### **LACC.910.RST.2.4 :**

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

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

Belongs to: [Craft and Structure](#)

### **LACC.910.RST.3 Integration of Knowledge and Ideas**

#### **LACC.910.RST.3.7 :**

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

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

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

### **LACC.910.SL.1 Comprehension and Collaboration**

#### **LACC.910.SL.1.2 :**

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

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

Belongs to: [Comprehension and Collaboration](#)

#### **LACC.910.SL.1.3 :**

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

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

Belongs to: [Comprehension and Collaboration](#)

### **LACC.910.SL.2 Presentation of Knowledge and Ideas**

#### **LACC.910.SL.2.4 :**

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

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



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

**[LACC.910.WHST.3 Research to Build and Present Knowledge](#)**

**[LACC.910.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](#)

**[MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)**

**[MU.912.C.1.1 :](#)**

Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

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., listening maps, active listening, checklists

**[MU.912.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)**

**[MU.912.C.2.2 :](#)**

Evaluate performance quality in recorded and/or live performances.

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.](#)

**[MU.912.C.2.3 :](#)**

Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.

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.](#)

**[MU.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)**

**[MU.912.C.3.1 :](#)**

Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.

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.](#)

**MU.912.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.**

**MU.912.F.1.2 :**

Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.

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.](#)

**MU.912.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.**

**MU.912.F.3.2 :**

Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.

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.](#)

**MU.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.**

**MU.912.H.2.4 :**

Examine the effects of developing technology on composition, performance, and acquisition of music.

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.](#)

**MU.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.**

**MU.912.H.3.1 :**

Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.

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., acoustics, sound amplification, materials, mechanics

**MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.**

**MU.912.S.1.3 :**

Arrange a musical work by manipulating two or more aspects of the composition.

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., texture, mode, form, tempo, voicing

**MU.912.S.1.5 :**

Research and report on the impact of MIDI as an industry-standard protocol.

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.](#)

**MU.912.S.1.7 :**

Combine and/or create virtual and audio instruments.

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.](#)

**MU.912.S.1.8 :**

Record, mix, and edit a recorded performance.

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.](#)

**MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.**

**MU.912.S.3.4 :**

Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills 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.](#)



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	<p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</a></p>
<b><u>MU.912.C.2.3 :</u></b>	<p>Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</a></p>
<p><b><u>MU.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</u></b></p>	
<b><u>MU.912.C.3.1 :</u></b>	<p>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</a></p>
<p><b><u>MU.912.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></b></p>	
<b><u>MU.912.F.3.1 :</u></b>	<p>Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</a></p>
<b><u>MU.912.F.3.2 :</u></b>	<p>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</a></p>
<b><u>MU.912.F.3.3 :</u></b>	<p>Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</a></p>
<b><u>MU.912.F.3.4 :</u></b>	<p>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-</p>

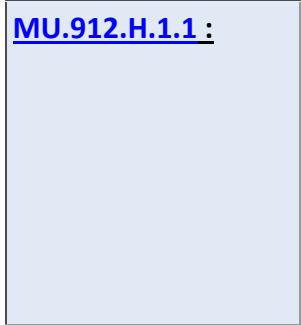


storming, decision-making, and initiative to advance skills and/or knowledge.

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.](#)

**MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).**



**MU.912.H.1.1 :**

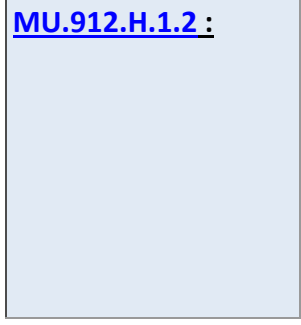
Investigate and discuss how a culture’s traditions are reflected through its music.

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., patriotic, folk, celebration, entertainment, spiritual



**MU.912.H.1.2 :**

Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.

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., vocal, instrumental, guitar, keyboard, electronic, handbells



**MU.912.H.1.3 :**

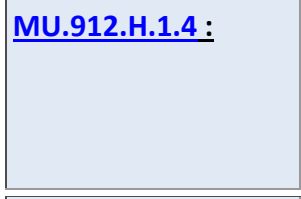
Compare two or more works of a composer across performance media.

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., orchestral and choral; guitar and string quartet; piano solo and piano concerto



**MU.912.H.1.4 :**

Analyze how Western music has been influenced by historical and current world 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\(d\).](#)



**MU.912.H.1.5 :**

Analyze music within cultures to gain understanding of authentic performance practices.

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\(d\).](#)

**MU.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.**

**MU.912.H.2.1 :** Evaluate the social impact of music on specific historical periods.  
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.](#)

**MU.912.H.2.3 :** Analyze the evolution of a music genre.  
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., jazz, blues

**MU.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.**

**MU.912.H.3.1 :** Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.  
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., acoustics, sound amplification, materials, mechanics

**MU.912.H.3.2 :** Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.  
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., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking

**MU.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.**

**MU.912.O.1.1 :**

Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.

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., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble

**MU.912.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.**

**MU.912.O.2.1 :**

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

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.](#)

**MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.**

**MU.912.O.3.1 :**

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

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

**MU.912.O.3.2 :**

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

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.](#)

**MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.**

**MU.912.S.1.1 :**

Improvise rhythmic and melodic phrases over harmonic progressions.

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., using text or scat syllables

**MU.912.S.1.4 :**

Perform and notate, independently and accurately, melodies by ear.

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., singing, playing, writing

**MU.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.**

**MU.912.S.2.1 :**

Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

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., memorization, sequential process

**MU.912.S.2.2 :**

Transfer expressive elements and performance techniques from one piece of music 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.](#)

**MU.912.S.3 Through purposeful practice, artists learn to manage, master, and**

**refine simple, then complex, skills and techniques.**

**MU.912.S.3.1 :**

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

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.](#)

**MU.912.S.3.2 :**

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

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., musical elements, expressive qualities, performance technique

**MU.912.S.3.3 :**

Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.

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.](#)

**MU.912.S.3.4 :**

Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills 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.](#)

**MU.912.S.3.5 :**

Develop and demonstrate proper vocal or instrumental technique.

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

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

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



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# Course: Chorus Register-specific 2- 1303370

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4105.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Chorus Register-specific 2
<b>Course Number:</b>	1303370
<b>Course Abbreviated Title:</b>	CHORUS REG-SPEC 2
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Music</a> <b>SubSubject:</b> <a href="#">Choral Music</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	Students with prior choral or vocal instruction focus on developing skills to perform high-quality literature with singers in a similar vocal range. Through two- and three-part music, students build musicianship and choral ensemble skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

## STANDARDS (32)

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

<a href="#"><u>DA.912.S.2.1:</u></a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#"><u>LACC.910.RST.2.4:</u></a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#"><u>LACC.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LACC.910.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LACC.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LACC.910.SL.2.6:</u></a>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)
<a href="#"><u>LACC.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LACC.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>MU.912.C.1.1:</u></a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples

	e.g., listening maps, active listening, checklists
<a href="#"><u>MU.912.C.1.2:</u></a>	<p>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.</p> <p>Remarks/Examples</p> <p>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p>
<a href="#"><u>MU.912.C.1.4:</u></a>	Compare and perform a variety of vocal styles and ensembles.
<a href="#"><u>MU.912.C.2.1:</u></a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#"><u>MU.912.C.2.2:</u></a>	Evaluate performance quality in recorded and/or live performances.
<a href="#"><u>MU.912.C.3.1:</u></a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#"><u>MU.912.F.3.1:</u></a>	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<a href="#"><u>MU.912.F.3.2:</u></a>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<a href="#"><u>MU.912.H.1.1:</u></a>	<p>Investigate and discuss how a culture's traditions are reflected through its music.</p> <p>Remarks/Examples</p> <p>e.g., patriotic, folk, celebration, entertainment, spiritual</p>
<a href="#"><u>MU.912.H.1.3:</u></a>	<p>Compare two or more works of a composer across performance media.</p> <p>Remarks/Examples</p> <p>e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<a href="#"><u>MU.912.H.2.1:</u></a>	Evaluate the social impact of music on specific historical periods.

<a href="#"><u>MU.912.H.2.4:</u></a>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<a href="#"><u>MU.912.H.3.1:</u></a>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Remarks/Examples e.g., acoustics, sound amplification, materials, mechanics
<a href="#"><u>MU.912.O.1.1:</u></a>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<a href="#"><u>MU.912.O.3.2:</u></a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<a href="#"><u>MU.912.S.1.1:</u></a>	Improvise rhythmic and melodic phrases over harmonic progressions. Remarks/Examples e.g., using text or scat syllables
<a href="#"><u>MU.912.S.1.3:</u></a>	Arrange a musical work by manipulating two or more aspects of the composition. Remarks/Examples e.g., texture, mode, form, tempo, voicing
<a href="#"><u>MU.912.S.1.4:</u></a>	Perform and notate, independently and accurately, melodies by ear. Remarks/Examples e.g., singing, playing, writing
<a href="#"><u>MU.912.S.2.1:</u></a>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Remarks/Examples e.g., memorization, sequential process
<a href="#"><u>MU.912.S.2.2:</u></a>	Transfer expressive elements and performance techniques from one

	piece of music to another.
<b><u>MU.912.S.3.1:</u></b>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<b><u>MU.912.S.3.2:</u></b>	Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples e.g., musical elements, expressive qualities, performance technique
<b><u>MU.912.S.3.4:</u></b>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<b><u>MU.912.S.3.5:</u></b>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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# Course: Chorus Register-specific 1- 1303360

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4088.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Chorus Register-specific 1
<b>Course Number:</b>	1303360
<b>Course Abbreviated Title:</b>	CHORUS REG-SPEC 1
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Music</a> <b>SubSubject:</b> <a href="#">Choral Music</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	Students in this entry-level class focus on the rehearsal, performance, and study of high-quality music literature for singers of a similar voice range. As they address the technical needs of singers in a specific range of notes, they learn beginning music theory, musicianship, and choral performance skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

## STANDARDS (27)

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

<a href="#"><u>DA.912.S.2.1:</u></a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#"><u>LACC.910.RST.2.4:</u></a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#"><u>LACC.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LACC.910.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LACC.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LACC.910.SL.2.6:</u></a>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)
<a href="#"><u>LACC.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LACC.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>MU.912.C.1.1:</u></a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples

	e.g., listening maps, active listening, checklists
<a href="#"><u>MU.912.C.1.4:</u></a>	Compare and perform a variety of vocal styles and ensembles.
<a href="#"><u>MU.912.C.2.1:</u></a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#"><u>MU.912.C.2.2:</u></a>	Evaluate performance quality in recorded and/or live performances.
<a href="#"><u>MU.912.C.3.1:</u></a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#"><u>MU.912.F.3.1:</u></a>	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<a href="#"><u>MU.912.F.3.2:</u></a>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<a href="#"><u>MU.912.H.1.1:</u></a>	Investigate and discuss how a culture's traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual
<a href="#"><u>MU.912.H.2.1:</u></a>	Evaluate the social impact of music on specific historical periods.
<a href="#"><u>MU.912.O.1.1:</u></a>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<a href="#"><u>MU.912.O.3.2:</u></a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<a href="#"><u>MU.912.S.1.1:</u></a>	Improvise rhythmic and melodic phrases over harmonic progressions. Remarks/Examples e.g., using text or scat syllables

<p><b><u>MU.912.S.1.3:</u></b></p>	<p>Arrange a musical work by manipulating two or more aspects of the composition. Remarks/Examples</p> <p>e.g., texture, mode, form, tempo, voicing</p>
<p><b><u>MU.912.S.1.4:</u></b></p>	<p>Perform and notate, independently and accurately, melodies by ear. Remarks/Examples</p> <p>e.g., singing, playing, writing</p>
<p><b><u>MU.912.S.2.2:</u></b></p>	<p>Transfer expressive elements and performance techniques from one piece of music to another.</p>
<p><b><u>MU.912.S.3.1:</u></b></p>	<p>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</p>
<p><b><u>MU.912.S.3.2:</u></b></p>	<p>Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples</p> <p>e.g., musical elements, expressive qualities, performance technique</p>
<p><b><u>MU.912.S.3.4:</u></b></p>	<p>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</p>
<p><b><u>MU.912.S.3.5:</u></b></p>	<p>Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>



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# Course: Chorus 6 Honors- 1303350

Direct link to this

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## BASIC INFORMATION

<b>Course Title:</b>	Chorus 6 Honors
<b>Course Number:</b>	1303350
<b>Course Abbreviated Title:</b>	CHORUS 6 HON
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Music</a> <b>SubSubject:</b> <a href="#">Choral Music</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Honors?</b>	Yes
<b>Version Description:</b>	This year-long, very advanced class is designed for students who have demonstrated a capacity for developing very advanced listening/aural skills and performance techniques, as well as very advanced knowledge of vocal techniques, musical literacy, ensemble skills, and related musical knowledge. Chorus VI focuses on managing, mastering, and refining these skills and techniques through a variety of high-quality choral literature at a high level of aesthetic engagement. Musical independence and student leadership are promoted through significant opportunities for peer mentoring, solo work, and participation as a performer, conductor, or coach in a small or large ensemble.
<b>General Notes:</b>	All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated

	<p>in support of arts instruction.</p> <p><b>Special Note:</b> This course requires students to participate in extra rehearsals and performances beyond the school day. Additional experiences with small ensembles, solo performance, and leadership opportunities may be available. Students who enjoy the challenges and successes of this course may wish to take an accelerated music class in the future.</p> <p><b>Honors and Advanced Level Course Note:</b> Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.</p>
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**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.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<p><b><u><a href="#">DA.912.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.</a></u></b></p>	
<p><b><u><a href="#">DA.912.F.3.8 :</a></u></b></p>	<p>Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</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.](#)

**[DA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)**

**[DA.912.S.2.1 :](#)**

Sustain focused attention, respect, and discipline during class, rehearsal, and 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.](#)

**[LACC.1112.RST.2 Craft and Structure](#)**

**[LACC.1112.RST.2.4 :](#)**

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

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

Belongs to: [Craft and Structure](#)

**[LACC.1112.SL.1 Comprehension and Collaboration](#)**

**[LACC.1112.SL.1.2 :](#)**

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

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

Belongs to: [Comprehension and Collaboration](#)

**[LACC.1112.SL.1.3 :](#)**

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

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

Belongs to: [Comprehension and Collaboration](#)

**[LACC.1112.SL.2 Presentation of Knowledge and Ideas](#)**

**[LACC.1112.SL.2.4 :](#)**

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are



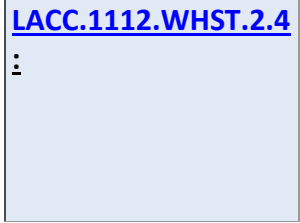


addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

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

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

**LACC.1112.WHST.2 Production and Distribution of Writing**

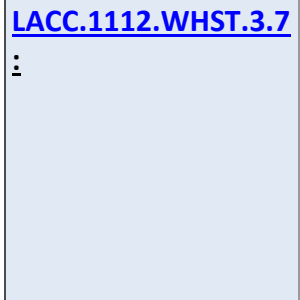


Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

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

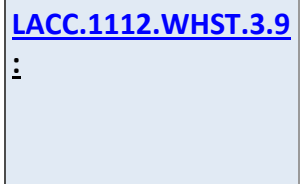
**LACC.1112.WHST.3 Research to Build and Present Knowledge**



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

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

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

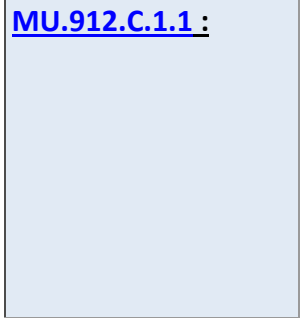


Draw evidence from informational texts to support analysis, reflection, and research.

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

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

**MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.**



Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

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., listening maps, active listening, checklists

**MU.912.C.1.2 :**

Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.

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., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title

**MU.912.C.1.4 :**

Compare and perform a variety of vocal styles and ensembles.

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.](#)

**MU.912.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.**

**MU.912.C.2.1 :**

Evaluate and make appropriate adjustments to personal performance in solo and ensembles.

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.](#)

**MU.912.C.2.2 :**

Evaluate performance quality in recorded and/or live performances.

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.](#)

**MU.912.C.2.3 :**

Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.

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.](#)

**MU.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.**

**MU.912.C.3.1 :**

Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.

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.](#)

**MU.912.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.**

**MU.912.F.1.1 :**

Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.  
 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.](#)

**MU.912.F.1.2 :**

Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.  
 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.](#)

**MU.912.F.2 Careers in and related to the arts significantly and positively impact local and global economies.**

**MU.912.F.2.1 :**

Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.  
 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., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills

**MU.912.F.2.2 :**

Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.  
 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., community revitalization, industry choosing new locations, cultural and social enrichment

**MU.912.F.2.3 :**

Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.  
 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., leadership, financial needs and structure, marketing, personnel matters, manager, travel

**MU.912.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.**

<b><u>MU.912.F.3.1 :</u></b>	Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</a>
<b><u>MU.912.F.3.2 :</u></b>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</a>
<b><u>MU.912.F.3.3 :</u></b>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</a>
<b><u>MU.912.F.3.4 :</u></b>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</a>

**MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).**

<b><u>MU.912.H.1.1 :</u></b>	Investigate and discuss how a culture’s traditions are reflected through its music. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the</a>
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	<p><a href="#">worlds in which they live(d).</a></p> <p>Remarks/Examples</p> <p>e.g., patriotic, folk, celebration, entertainment, spiritual</p>
<b><u>MU.912.H.1.2 :</u></b>	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a></p> <p>Remarks/Examples</p> <p>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
<b><u>MU.912.H.1.3 :</u></b>	<p>Compare two or more works of a composer across performance media.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a></p> <p>Remarks/Examples</p> <p>e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<b><u>MU.912.H.1.4 :</u></b>	<p>Analyze how Western music has been influenced by historical and current world cultures.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a></p>
<b><u>MU.912.H.1.5 :</u></b>	<p>Analyze music within cultures to gain understanding of authentic performance practices.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a></p>
<p><b><u><a href="#">MU.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</a></u></b></p>	
<b><u>MU.912.H.2.1 :</u></b>	<p>Evaluate the social impact of music on specific historical periods.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</a></p>
<b><u>MU.912.H.2.2 :</u></b>	<p>Analyze current musical trends, including audience environments</p>

	<p>and music acquisition, to predict possible directions of music.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</a></p>
<p><b><u>MU.912.H.2.3 :</u></b></p>	<p>Analyze the evolution of a music genre.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</a>  Remarks/Examples  e.g., jazz, blues</p>
<p><b><u>MU.912.H.2.4 :</u></b></p>	<p>Examine the effects of developing technology on composition, performance, and acquisition of music.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</a></p>
<p><b><u>MU.912.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></b></p>	
<p><b><u>MU.912.H.3.1 :</u></b></p>	<p>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</a>  Remarks/Examples  e.g., acoustics, sound amplification, materials, mechanics</p>
<p><b><u>MU.912.H.3.2 :</u></b></p>	<p>Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</a>  Remarks/Examples  e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking</p>

**MU.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.**

**MU.912.O.1.1 :**

Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.

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., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble

**MU.912.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.**

**MU.912.O.2.1 :**

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

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.](#)

**MU.912.O.2.2 :**

Transpose melodies into different modalities through performance and composition.

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.](#)

**MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.**

**MU.912.O.3.1 :**

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

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

**MU.912.O.3.2 :**

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

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.](#)

**MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.**

**MU.912.S.1.1 :**

Improvise rhythmic and melodic phrases over harmonic progressions.

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., using text or scat syllables

**MU.912.S.1.2 :**

Compose music for voices and/or acoustic, digital, or electronic instruments.

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.](#)

**MU.912.S.1.3 :**

Arrange a musical work by manipulating two or more aspects of the composition.

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., texture, mode, form, tempo, voicing

**MU.912.S.1.4 :**

Perform and notate, independently and accurately, melodies by ear.

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., singing, playing, writing

**MU.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.**



**MU.912.S.2.1 :**

Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

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., memorization, sequential process

**MU.912.S.2.2 :**

Transfer expressive elements and performance techniques from one piece of music 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.](#)

**MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.**

**MU.912.S.3.1 :**

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

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.](#)

**MU.912.S.3.2 :**

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

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., musical elements, expressive qualities, performance technique

**MU.912.S.3.3 :**

Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.

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.](#)

**MU.912.S.3.4 :**

Analyze and describe the effect of rehearsal sessions and/or

	<p>strategies on refinement of skills and techniques.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a></p>
<p><b><u>MU.912.S.3.5 :</u></b></p>	<p>Develop and demonstrate proper vocal or instrumental technique.  Cognitive Complexity: N/A   Date Adopted or Revised:  Belongs to: <a href="#">Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a>  Remarks/Examples  e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
<p><b><u>SS.912.H.1 Identify and analyze the historical, social, and cultural contexts of the arts.</u></b></p>	
<p><b><u>SS.912.H.1.5 :</u></b></p>	<p>Examine artistic response to social issues and new ideas in various cultures.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/08  Belongs to: <a href="#">Identify and analyze the historical, social, and cultural contexts of the arts.</a>  Remarks/Examples  Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.</p>



# Course: Chorus 5 Honors- 1303340

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4084.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Chorus 5 Honors
<b>Course Number:</b>	1303340
<b>Course Abbreviated Title:</b>	CHORUS 5 HON
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Music</a> <b>SubSubject:</b> <a href="#">Choral Music</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Honors?</b>	Yes
<b>Version Description:</b>	This year-long, advanced class is designed for students with previous participation in a high school chorus who have demonstrated a capacity for developing advanced listening/aural skills and advanced knowledge of vocal techniques, musical literacy, and choral performance. Chorus V focuses on development and application of these skills and provides opportunities for aesthetic engagement and making individual musical choices, where appropriate, while preparing a variety of high-quality choral literature.
<b>General Notes:</b>	All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction. <b>Special Notes:</b> This course requires students to participate in extra

rehearsals and performances beyond the school day. Additional experiences with small ensembles, solo performance, and leadership opportunities may be available. Students who enjoy the challenges and successes of this course may wish to take an accelerated music class in the future.

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

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

### [DA.912.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.912.F.3.8 :](#)

Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

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.912.S.2 Development of skills, techniques, and processes in the arts strengthens](#)

**our ability to remember, focus on, process, and sequence information.**

**DA.912.S.2.1 :**

Sustain focused attention, respect, and discipline during class, rehearsal, and 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.](#)

**LACC.1112.RST.2 Craft and Structure**

**LACC.1112.RST.2.4 :**

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

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

Belongs to: [Craft and Structure](#)

**LACC.1112.SL.1 Comprehension and Collaboration**

**LACC.1112.SL.1.2 :**

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

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

Belongs to: [Comprehension and Collaboration](#)

**LACC.1112.SL.1.3 :**

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

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

Belongs to: [Comprehension and Collaboration](#)

**LACC.1112.SL.2 Presentation of Knowledge and Ideas**

**LACC.1112.SL.2.4 :**

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

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

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

### **LACC.1112.WHST.2 Production and Distribution of Writing**

#### **LACC.1112.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.1112.WHST.3 Research to Build and Present Knowledge**

#### **LACC.1112.WHST.3.7**

:

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

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

Adopted or Revised: 12/10

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

#### **LACC.1112.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](#)

### **MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.**

#### **MU.912.C.1.1 :**

Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

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., listening maps, active listening, checklists

#### **MU.912.C.1.2 :**

Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.

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

	<p>Belongs to: <a href="#">Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</a></p> <p>Remarks/Examples</p> <p>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p>
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<b><u>MU.912.C.1.4 :</u></b>	<p>Compare and perform a variety of vocal styles and ensembles.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</a></p>
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**MU.912.C.2 Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.**

<b><u>MU.912.C.2.1 :</u></b>	<p>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</a></p>
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<b><u>MU.912.C.2.2 :</u></b>	<p>Evaluate performance quality in recorded and/or live performances.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</a></p>
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<b><u>MU.912.C.2.3 :</u></b>	<p>Evaluate one’s own or other’s compositions and/or improvisations and generate improvements independently or cooperatively.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</a></p>
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**MU.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.**

<b><u>MU.912.C.3.1 :</u></b>	<p>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</a></p>
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**MU.912.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.**

**MU.912.F.1.1 :**

Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.

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.](#)

**MU.912.F.2 Careers in and related to the arts significantly and positively impact local and global economies.**

**MU.912.F.2.1 :**

Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.

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., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills

**MU.912.F.2.2 :**

Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.

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., community revitalization, industry choosing new locations, cultural and social enrichment

**MU.912.F.2.3 :**

Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.

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., leadership, financial needs and structure, marketing, personnel matters, manager, travel

**MU.912.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.**



**MU.912.F.3.1 :**

Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.

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.](#)

**MU.912.F.3.2 :**

Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.

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.](#)

**MU.912.F.3.3 :**

Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.

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.](#)

**MU.912.F.3.4 :**

Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.

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.](#)

**MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).**

**MU.912.H.1.1 :**

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

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., patriotic, folk, celebration, entertainment, spiritual

**MU.912.H.1.2 :**

Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.

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](#)

	<p><a href="#">worlds in which they live(d).</a></p> <p>Remarks/Examples</p> <p>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
<b><u>MU.912.H.1.3 :</u></b>	<p>Compare two or more works of a composer across performance media.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a></p> <p>Remarks/Examples</p> <p>e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<b><u>MU.912.H.1.4 :</u></b>	<p>Analyze how Western music has been influenced by historical and current world cultures.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a></p>
<b><u>MU.912.H.1.5 :</u></b>	<p>Analyze music within cultures to gain understanding of authentic performance practices.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a></p>
<p><b><u><a href="#">MU.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</a></u></b></p>	
<b><u>MU.912.H.2.1 :</u></b>	<p>Evaluate the social impact of music on specific historical periods.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</a></p>
<b><u>MU.912.H.2.2 :</u></b>	<p>Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</a></p>
<b><u>MU.912.H.2.3 :</u></b>	<p>Analyze the evolution of a music genre.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</a></p> <p>Remarks/Examples</p>

	e.g., jazz, blues
<b><u>MU.912.H.2.4 :</u></b>	Examine the effects of developing technology on composition, performance, and acquisition of music. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</a>

**MU.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.**

<b><u>MU.912.H.3.1 :</u></b>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</a> Remarks/Examples e.g., acoustics, sound amplification, materials, mechanics
<b><u>MU.912.H.3.2 :</u></b>	Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</a> Remarks/Examples e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking

**MU.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.**

<b><u>MU.912.O.1.1 :</u></b>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</a>
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	Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
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**MU.912.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.**

<b><u>MU.912.O.2.1 :</u></b>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</a>
<b><u>MU.912.O.2.2 :</u></b>	Transpose melodies into different modalities through performance and composition. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</a>

**MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.**

<b><u>MU.912.O.3.1 :</u></b>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</a> Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<b><u>MU.912.O.3.2 :</u></b>	Interpret and perform expressive elements indicated by the musical score and/or conductor. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</a>

**MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.**

**MU.912.S.1.1 :**

Improvise rhythmic and melodic phrases over harmonic progressions.

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., using text or scat syllables

**MU.912.S.1.2 :**

Compose music for voices and/or acoustic, digital, or electronic instruments.

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.](#)

**MU.912.S.1.3 :**

Arrange a musical work by manipulating two or more aspects of the composition.

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., texture, mode, form, tempo, voicing

**MU.912.S.1.4 :**

Perform and notate, independently and accurately, melodies by ear.

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., singing, playing, writing

**MU.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.**

**MU.912.S.2.1 :**

Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

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., memorization, sequential process
<b><u>MU.912.S.2.2 :</u></b>	<p>Transfer expressive elements and performance techniques from one piece of music to another.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a></p>
<p><b><u>MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</u></b></p>	
<b><u>MU.912.S.3.1 :</u></b>	<p>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a></p>
<b><u>MU.912.S.3.2 :</u></b>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a></p> <p>Remarks/Examples</p> <p>e.g., musical elements, expressive qualities, performance technique</p>
<b><u>MU.912.S.3.3 :</u></b>	<p>Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a></p>
<b><u>MU.912.S.3.4 :</u></b>	<p>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a></p>
<b><u>MU.912.S.3.5 :</u></b>	<p>Develop and demonstrate proper vocal or instrumental technique.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised:</p> <p>Belongs to: <a href="#">Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a></p>

	<p>Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
<p><b><u><a href="#">SS.912.H.1 Identify and analyze the historical, social, and cultural contexts of the arts.</a></u></b></p>	
<p><b><u><a href="#">SS.912.H.1.5 :</a></u></b></p>	<p>Examine artistic response to social issues and new ideas in various cultures.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/08</p> <p>Belongs to: <a href="#">Identify and analyze the historical, social, and cultural contexts of the arts.</a></p> <p>Remarks/Examples</p> <p>Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.</p>



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# Course: Chorus 4- 1303330

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4081.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Chorus 4
<b>Course Number:</b>	1303330
<b>Course Abbreviated Title:</b>	CHORUS 4
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Music</a> <b>SubSubject:</b> <a href="#">Choral Music</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	This year-long, intermediate-level class is designed for students with previous participation in a high school chorus and moderate skills in critical listening, vocal techniques, music literacy, and choral performance. Rehearsals focus on enhancing these skills and students' aesthetic engagement with music through a variety of high-quality three- and four-part choral literature, providing students with the means to learn how to reflect and use a combination of analytical, assessment, and problem-solving skills consistently to improve their own and others' performance.
<b>General Notes:</b>	All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.  <b>Special Note:</b> This course requires students to participate in extra rehearsals and performances beyond the school day. Additional



experiences with small ensembles and solo performance may be available. Students who enjoy the challenges and successes of this course may wish to take an accelerated music class in the future.

## STANDARDS (44)

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

### **DA.912.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.912.F.3.8 :**

Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

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

#### **DA.912.S.2.1 :**

Sustain focused attention, respect, and discipline during class, rehearsal, and 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.](#)

## [LACC.1112.RST.2 Craft and Structure](#)

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

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

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

Belongs to: [Craft and Structure](#)

## [LACC.1112.SL.1 Comprehension and Collaboration](#)

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

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

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

Belongs to: [Comprehension and Collaboration](#)

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

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

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

Belongs to: [Comprehension and Collaboration](#)

## [LACC.1112.SL.2 Presentation of Knowledge and Ideas](#)

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

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

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

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

## [LACC.1112.WHST.2 Production and Distribution of Writing](#)

### [LACC.1112.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.1112.WHST.3 Research to Build and Present Knowledge](#)**

**[LACC.1112.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](#)

**[MU.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)**

**[MU.912.C.1.1](#)** :  
Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  
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., listening maps, active listening, checklists

**[MU.912.C.1.2](#)** :  
Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.  
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., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title

**[MU.912.C.1.4](#)** :  
Compare and perform a variety of vocal styles and ensembles.  
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.](#)

**[MU.912.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)**

**[MU.912.C.2.1](#)** :  
Evaluate and make appropriate adjustments to personal performance in solo and ensembles.

	<p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</a></p>
<b><u>MU.912.C.2.2 :</u></b>	<p>Evaluate performance quality in recorded and/or live performances.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</a></p>
<b><u>MU.912.C.2.3 :</u></b>	<p>Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</a></p>

**MU.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.**

<b><u>MU.912.C.3.1 :</u></b>	<p>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</a></p>
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**MU.912.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.**

<b><u>MU.912.F.1.1 :</u></b>	<p>Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</a></p>
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**MU.912.F.2 Careers in and related to the arts significantly and positively impact local and global economies.**

<b><u>MU.912.F.2.1 :</u></b>	<p>Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Careers in and related to the arts significantly and positively impact local and global economies.</a></p> <p>Remarks/Examples</p> <p>e.g., repertoire lists, technology-based work, ability to research</p>
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	and analyze, and examples of leadership and collaborative skills
<b><u>MU.912.F.2.2 :</u></b>	<p>Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Careers in and related to the arts significantly and positively impact local and global economies.</a></p> <p>Remarks/Examples</p> <p>e.g., community revitalization, industry choosing new locations, cultural and social enrichment</p>
<b><u>MU.912.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></b>	
<b><u>MU.912.F.3.1 :</u></b>	<p>Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</a></p>
<b><u>MU.912.F.3.2 :</u></b>	<p>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</a></p>
<b><u>MU.912.F.3.3 :</u></b>	<p>Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</a></p>
<b><u>MU.912.F.3.4 :</u></b>	<p>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</a></p>

**MU.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).**

**MU.912.H.1.1 :**

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

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., patriotic, folk, celebration, entertainment, spiritual

**MU.912.H.1.2 :**

Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.

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., vocal, instrumental, guitar, keyboard, electronic, handbells

**MU.912.H.1.3 :**

Compare two or more works of a composer across performance media.

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., orchestral and choral; guitar and string quartet; piano solo and piano concerto

**MU.912.H.1.4 :**

Analyze how Western music has been influenced by historical and current world 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\(d\).](#)

**MU.912.H.1.5 :**

Analyze music within cultures to gain understanding of authentic performance practices.

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\(d\).](#)

**MU.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.**

**MU.912.H.2.1 :**

Evaluate the social impact of music on specific historical periods.  
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.](#)

**MU.912.H.2.2 :**

Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.  
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.](#)

**MU.912.H.2.4 :**

Examine the effects of developing technology on composition, performance, and acquisition of music.  
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.](#)

**MU.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.**

**MU.912.O.1.1 :**

Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  
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., rhythm, melody, timbre, form, tonality, harmony, texture;  
solo, chamber ensemble, large ensemble

**MU.912.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.**

**MU.912.O.2.1 :**

Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.  
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.](#)

**MU.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.**

**MU.912.O.3.1 :**

Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the

	<p>listener, the implied meaning of the composer/performer.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</a>  Remarks/Examples</p> <hr/> <p>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p>
<p><b><u>MU.912.O.3.2 :</u></b></p>	<p>Interpret and perform expressive elements indicated by the musical score and/or conductor.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</a></p>
<p><b><u>MU.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</u></b></p>	
<p><b><u>MU.912.S.1.1 :</u></b></p>	<p>Improvise rhythmic and melodic phrases over harmonic progressions.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</a>  Remarks/Examples</p> <hr/> <p>e.g., using text or scat syllables</p>
<p><b><u>MU.912.S.1.3 :</u></b></p>	<p>Arrange a musical work by manipulating two or more aspects of the composition.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</a>  Remarks/Examples</p> <hr/> <p>e.g., texture, mode, form, tempo, voicing</p>
<p><b><u>MU.912.S.1.4 :</u></b></p>	<p>Perform and notate, independently and accurately, melodies by ear.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</a>  Remarks/Examples</p> <hr/> <p>e.g., singing, playing, writing</p>



**MU.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.**

**MU.912.S.2.1 :**

Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

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., memorization, sequential process

**MU.912.S.2.2 :**

Transfer expressive elements and performance techniques from one piece of music 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.](#)

**MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.**

**MU.912.S.3.1 :**

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

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.](#)

**MU.912.S.3.2 :**

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

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., musical elements, expressive qualities, performance technique

**MU.912.S.3.3 :**

Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.

	<p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a></p>
<p><b><u>MU.912.S.3.4 :</u></b></p>	<p>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a></p>
<p><b><u>MU.912.S.3.5 :</u></b></p>	<p>Develop and demonstrate proper vocal or instrumental technique.          Cognitive Complexity: N/A   Date Adopted or Revised:          Belongs to: <a href="#">Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a></p> <p>Remarks/Examples</p> <hr/> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p> <hr/>



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# Course: Vocal Ensemble 1- 1303440

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4121.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Vocal Ensemble 1
<b>Course Number:</b>	1303440
<b>Course Abbreviated Title:</b>	VOCAL ENS 1
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Music</a> <b>SubSubject:</b> <a href="#">Choral Music</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	Students with little or no experience in a vocal ensemble develop basic musicianship and ensemble performance skills through the study of basic, high-quality music in diverse styles. Student musicians focus on building foundational music techniques, music literacy, listening skills, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

## 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:**

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

<a href="#"><u>DA.912.F.3.8:</u></a>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<a href="#"><u>DA.912.S.2.1:</u></a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#"><u>LACC.910.RST.2.4:</u></a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#"><u>LACC.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LACC.910.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LACC.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LACC.910.SL.2.6:</u></a>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)
<a href="#"><u>LACC.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LACC.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.

<p><b><u>MU.912.C.1.1:</u></b></p>	<p>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</p> <p>Remarks/Examples</p> <hr/> <p>e.g., listening maps, active listening, checklists</p> <hr/>
<p><b><u>MU.912.C.2.1:</u></b></p>	<p>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</p>
<p><b><u>MU.912.C.2.2:</u></b></p>	<p>Evaluate performance quality in recorded and/or live performances.</p>
<p><b><u>MU.912.C.3.1:</u></b></p>	<p>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</p>
<p><b><u>MU.912.F.3.2:</u></b></p>	<p>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</p>
<p><b><u>MU.912.H.1.5:</u></b></p>	<p>Analyze music within cultures to gain understanding of authentic performance practices.</p>
<p><b><u>MU.912.H.2.4:</u></b></p>	<p>Examine the effects of developing technology on composition, performance, and acquisition of music.</p>
<p><b><u>MU.912.O.3.2:</u></b></p>	<p>Interpret and perform expressive elements indicated by the musical score and/or conductor.</p>
<p><b><u>MU.912.S.1.3:</u></b></p>	<p>Arrange a musical work by manipulating two or more aspects of the composition.</p> <p>Remarks/Examples</p> <hr/> <p>e.g., texture, mode, form, tempo, voicing</p> <hr/>
<p><b><u>MU.912.S.2.2:</u></b></p>	<p>Transfer expressive elements and performance techniques from one piece of music to another.</p>
<p><b><u>MU.912.S.3.1:</u></b></p>	<p>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</p>
<p><b><u>MU.912.S.3.2:</u></b></p>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <p>Remarks/Examples</p> <hr/> <p>e.g., musical elements, expressive qualities, performance technique</p> <hr/>

**MU.912.S.3.5:**

Develop and demonstrate proper vocal or instrumental technique.  
Remarks/Examples

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



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# Course: Vocal Techniques 4 Honors- 1303430

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## BASIC INFORMATION

<b>Course Title:</b>	Vocal Techniques 4 Honors
<b>Course Number:</b>	1303430
<b>Course Abbreviated Title:</b>	VOCAL TECNQS 4 HON
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Music</a> <b>SubSubject:</b> <a href="#">Choral Music</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Honors?</b>	Yes
<b>Version Description:</b>	Students in this advanced class refine their musicianship and performance skills on a specified voice. Students prepare for post-secondary and community music experiences and develop artistry independently through a variety of advanced solos, etudes, and excerpts. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.
<b>General Notes:</b>	<b>Honors and Advanced Level Course Note:</b> Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

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

<a href="#"><u>DA.912.S.2.1:</u></a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#"><u>LACC.1112.RST.2.4:</u></a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#"><u>LACC.1112.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#"><u>LACC.1112.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#"><u>LACC.1112.SL.2.4:</u></a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#"><u>LACC.1112.SL.2.6:</u></a>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See



	grades 11–12 Language standards 1 and 3 for specific expectations.)
<a href="#"><u>LACC.1112.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LACC.1112.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LACC.1112.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>MU.912.C.1.1:</u></a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<a href="#"><u>MU.912.C.1.2:</u></a>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<a href="#"><u>MU.912.C.2.1:</u></a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#"><u>MU.912.C.2.2:</u></a>	Evaluate performance quality in recorded and/or live performances.
<a href="#"><u>MU.912.C.3.1:</u></a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#"><u>MU.912.F.2.1:</u></a>	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training. Remarks/Examples e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills

<a href="#"><u>MU.912.F.3.1:</u></a>	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<a href="#"><u>MU.912.F.3.3:</u></a>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<a href="#"><u>MU.912.F.3.4:</u></a>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
<a href="#"><u>MU.912.H.1.1:</u></a>	Investigate and discuss how a culture's traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual
<a href="#"><u>MU.912.H.3.1:</u></a>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Remarks/Examples e.g., acoustics, sound amplification, materials, mechanics
<a href="#"><u>MU.912.O.2.1:</u></a>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<a href="#"><u>MU.912.O.2.2:</u></a>	Transpose melodies into different modalities through performance and composition.
<a href="#"><u>MU.912.O.3.1:</u></a>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<a href="#"><u>MU.912.O.3.2:</u></a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<a href="#"><u>MU.912.S.2.1:</u></a>	Apply the ability to memorize and internalize musical structure,

	<p>accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <p>Remarks/Examples</p> <p>e.g., memorization, sequential process</p>
<b><u>MU.912.S.2.2:</u></b>	Transfer expressive elements and performance techniques from one piece of music to another.
<b><u>MU.912.S.3.1:</u></b>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<b><u>MU.912.S.3.2:</u></b>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <p>Remarks/Examples</p> <p>e.g., musical elements, expressive qualities, performance technique</p>
<b><u>MU.912.S.3.4:</u></b>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<b><u>MU.912.S.3.5:</u></b>	<p>Develop and demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>



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# Course: Vocal Techniques 3- 1303420

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## BASIC INFORMATION

<b>Course Title:</b>	Vocal Techniques 3
<b>Course Number:</b>	1303420
<b>Course Abbreviated Title:</b>	VOCAL TECNQS 3
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Music</a> <b>SubSubject:</b> <a href="#">Choral Music</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	Students in this intermediate-level class develop their musical and technical skills further on a specific voice, and expand their technical and performance skills, enhanced by historical and cultural background knowledge of the music. Students explore more demanding solo literature, etudes, and technical exercises with increasing independence. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

## 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:**

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

<a href="#"><u>DA.912.S.2.1:</u></a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#"><u>LACC.1112.RST.2.4:</u></a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#"><u>LACC.1112.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#"><u>LACC.1112.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#"><u>LACC.1112.SL.2.4:</u></a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#"><u>LACC.1112.SL.2.6:</u></a>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)
<a href="#"><u>LACC.1112.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>MI.912.C.1.1:</u></a>	Apply listening strategies to promote appreciation and understanding

	<p>of unfamiliar musical works.</p> <p>Remarks/Examples</p> <p>e.g., listening maps, active listening, checklists</p>
<a href="#"><u>MU.912.C.2.1:</u></a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#"><u>MU.912.C.2.2:</u></a>	Evaluate performance quality in recorded and/or live performances.
<a href="#"><u>MU.912.C.3.1:</u></a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#"><u>MU.912.F.3.3:</u></a>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<a href="#"><u>MU.912.F.3.4:</u></a>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
<a href="#"><u>MU.912.H.1.1:</u></a>	<p>Investigate and discuss how a culture's traditions are reflected through its music.</p> <p>Remarks/Examples</p> <p>e.g., patriotic, folk, celebration, entertainment, spiritual</p>
<a href="#"><u>MU.912.H.3.1:</u></a>	<p>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.</p> <p>Remarks/Examples</p> <p>e.g., acoustics, sound amplification, materials, mechanics</p>
<a href="#"><u>MU.912.O.2.1:</u></a>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<a href="#"><u>MU.912.O.3.1:</u></a>	<p>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.</p> <p>Remarks/Examples</p> <p>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p>

<a href="#"><u>MU.912.O.3.2:</u></a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<a href="#"><u>MU.912.S.2.2:</u></a>	Transfer expressive elements and performance techniques from one piece of music to another.
<a href="#"><u>MU.912.S.3.1:</u></a>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<a href="#"><u>MU.912.S.3.2:</u></a>	Sight-read music accurately and expressively to show synthesis of skills.
	Remarks/Examples
	e.g., musical elements, expressive qualities, performance technique
<a href="#"><u>MU.912.S.3.4:</u></a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<a href="#"><u>MU.912.S.3.5:</u></a>	Develop and demonstrate proper vocal or instrumental technique.
	Remarks/Examples
	e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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# Course: Vocal Techniques 2- 1303410

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## BASIC INFORMATION

<b>Course Title:</b>	Vocal Techniques 2
<b>Course Number:</b>	1303410
<b>Course Abbreviated Title:</b>	VOCAL TECNQS 2
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Music</a> <b>SubSubject:</b> <a href="#">Choral Music</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	Students in this novice-level class continue to develop musical and technical skills on a specific voice through developmentally appropriate solo literature, etudes, scales, and exercises. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

## 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:**

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

<a href="#"><u>DA.912.S.2.1:</u></a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#"><u>LACC.910.RST.2.4:</u></a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#"><u>LACC.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LACC.910.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LACC.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LACC.910.SL.2.6:</u></a>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)
<a href="#"><u>LACC.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>MU.912.C.1.1:</u></a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
	Remarks/Examples e.g., listening maps, active listening, checklists

<a href="#"><u>MU.912.C.2.1:</u></a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#"><u>MU.912.C.2.2:</u></a>	Evaluate performance quality in recorded and/or live performances.
<a href="#"><u>MU.912.C.3.1:</u></a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#"><u>MU.912.F.3.3:</u></a>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<a href="#"><u>MU.912.F.3.4:</u></a>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
<a href="#"><u>MU.912.O.2.1:</u></a>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<a href="#"><u>MU.912.O.3.2:</u></a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<a href="#"><u>MU.912.S.2.2:</u></a>	Transfer expressive elements and performance techniques from one piece of music to another.
<a href="#"><u>MU.912.S.3.1:</u></a>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<a href="#"><u>MU.912.S.3.2:</u></a>	Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples e.g., musical elements, expressive qualities, performance technique
<a href="#"><u>MU.912.S.3.4:</u></a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<a href="#"><u>MU.912.S.3.5:</u></a>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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# Course: Vocal Techniques 1- 1303400

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## BASIC INFORMATION

<b>Course Title:</b>	Vocal Techniques 1
<b>Course Number:</b>	1303400
<b>Course Abbreviated Title:</b>	VOCAL TECNQS 1
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Music</a> <b>SubSubject:</b> <a href="#">Choral Music</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	Students in this entry-level class focus on the development of musical and technical skills on a specific voice through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

## 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:**

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

<a href="#"><u>DA.912.S.2.1:</u></a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#"><u>LACC.910.RST.2.4:</u></a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#"><u>LACC.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LACC.910.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LACC.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LACC.910.SL.2.6:</u></a>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)
<a href="#"><u>LACC.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>MU.912.C.1.1:</u></a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
	Remarks/Examples
	e.g., listening maps, active listening, checklists

<a href="#"><u>MU.912.C.2.1:</u></a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#"><u>MU.912.C.2.2:</u></a>	Evaluate performance quality in recorded and/or live performances.
<a href="#"><u>MU.912.C.3.1:</u></a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#"><u>MU.912.F.3.3:</u></a>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<a href="#"><u>MU.912.O.2.1:</u></a>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<a href="#"><u>MU.912.O.3.2:</u></a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<a href="#"><u>MU.912.S.2.2:</u></a>	Transfer expressive elements and performance techniques from one piece of music to another.
<a href="#"><u>MU.912.S.3.1:</u></a>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<a href="#"><u>MU.912.S.3.4:</u></a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<a href="#"><u>MU.912.S.3.5:</u></a>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming





# Course: Chorus Register-specific 3- 1303380

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4106.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Chorus Register-specific 3
<b>Course Number:</b>	1303380
<b>Course Abbreviated Title:</b>	CHORUS REG-SPEC 3
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Music</a> <b>SubSubject:</b> <a href="#">Choral Music</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	Students continue to build on previous choral experience to develop skills to perform increasingly challenging, high-quality literature for singers in a similar vocal range. As singers explore two-, three-, and four-part literature in its historical and cultural context, they enhance their musicianship and choral ensemble skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

## STANDARDS (38)

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

<a href="#"><u>DA.912.S.2.1:</u></a>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<a href="#"><u>LACC.910.RST.2.4:</u></a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#"><u>LACC.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LACC.910.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LACC.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LACC.910.SL.2.6:</u></a>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)
<a href="#"><u>LACC.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LACC.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>MACC.K12.MP.5.1:</u></a>	<b>Use appropriate tools strategically.</b>  Mathematically proficient students consider the available tools when

	<p>solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>
<p><a href="#"><b>MACC.K12.MP.6.1:</b></a></p>	<p><b>Attend to precision.</b></p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
<p><a href="#"><b>MACC.K12.MP.7.1:</b></a></p>	<p><b>Look for and make use of structure.</b></p> <p>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</p>

	<p>shapes have. Later, students will see <math>7 \times 8</math> equals the well remembered <math>7 \times 5 + 7 \times 3</math>, in preparation for learning about the distributive property. In the expression <math>x^2 + 9x + 14</math>, older students can see the 14 as <math>2 \times 7</math> and the 9 as <math>2 + 7</math>. 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 <math>5 - 3(x - y)^2</math> 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 <math>x</math> and <math>y</math>.</p>
<p><a href="#"><b>MU.912.C.1.1:</b></a></p>	<p>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</p> <p>Remarks/Examples</p> <p>e.g., listening maps, active listening, checklists</p>
<p><a href="#"><b>MU.912.C.1.2:</b></a></p>	<p>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.</p> <p>Remarks/Examples</p> <p>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p>
<p><a href="#"><b>MU.912.C.1.4:</b></a></p>	<p>Compare and perform a variety of vocal styles and ensembles.</p>
<p><a href="#"><b>MU.912.C.2.1:</b></a></p>	<p>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</p>
<p><a href="#"><b>MU.912.C.2.2:</b></a></p>	<p>Evaluate performance quality in recorded and/or live performances.</p>
<p><a href="#"><b>MU.912.C.3.1:</b></a></p>	<p>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</p>
<p><a href="#"><b>MU.912.F.2.3:</b></a></p>	<p>Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.</p> <p>Remarks/Examples</p> <p>e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel</p>

<a href="#"><u>MU.912.F.3.1:</u></a>	Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<a href="#"><u>MU.912.F.3.2:</u></a>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<a href="#"><u>MU.912.F.3.4:</u></a>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
<a href="#"><u>MU.912.H.1.1:</u></a>	Investigate and discuss how a culture’s traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual
<a href="#"><u>MU.912.H.1.2:</u></a>	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Remarks/Examples e.g., vocal, instrumental, guitar, keyboard, electronic, handbells
<a href="#"><u>MU.912.H.1.3:</u></a>	Compare two or more works of a composer across performance media. Remarks/Examples e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto
<a href="#"><u>MU.912.H.2.1:</u></a>	Evaluate the social impact of music on specific historical periods.
<a href="#"><u>MU.912.H.2.4:</u></a>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<a href="#"><u>MU.912.H.3.1:</u></a>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Remarks/Examples e.g., acoustics, sound amplification, materials, mechanics

<p><b><u>MU.912.O.1.1:</u></b></p>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples</p> <p>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<p><b><u>MU.912.O.3.2:</u></b></p>	<p>Interpret and perform expressive elements indicated by the musical score and/or conductor.</p>
<p><b><u>MU.912.S.1.1:</u></b></p>	<p>Improvise rhythmic and melodic phrases over harmonic progressions. Remarks/Examples</p> <p>e.g., using text or scat syllables</p>
<p><b><u>MU.912.S.1.3:</u></b></p>	<p>Arrange a musical work by manipulating two or more aspects of the composition. Remarks/Examples</p> <p>e.g., texture, mode, form, tempo, voicing</p>
<p><b><u>MU.912.S.1.4:</u></b></p>	<p>Perform and notate, independently and accurately, melodies by ear. Remarks/Examples</p> <p>e.g., singing, playing, writing</p>
<p><b><u>MU.912.S.2.1:</u></b></p>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Remarks/Examples</p> <p>e.g., memorization, sequential process</p>
<p><b><u>MU.912.S.2.2:</u></b></p>	<p>Transfer expressive elements and performance techniques from one piece of music to another.</p>
<p><b><u>MU.912.S.3.1:</u></b></p>	<p>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</p>
<p><b><u>MU.912.S.3.2:</u></b></p>	<p>Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples</p> <p>e.g., musical elements, expressive qualities, performance technique</p>

<b><u>MU.912.S.3.4:</u></b>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<b><u>MU.912.S.3.5:</u></b>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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