

Course: Art – Grade Kindergarten- 5001010

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4700>

BASIC INFORMATION

Course Number:	5001010
Grade Levels:	K
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Art - Visual Arts, Visual Arts, Art, General, Art – Grade Kindergarten, Art – GRADE K
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Art - Visual Arts SubSubject: General
Course Title:	Art – Grade Kindergarten
Course Abbreviated Title:	Art – GRADE K
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	Kindergarten art includes exploratory experiences that introduce a variety of concepts and ideas, art and digital media and processes, and the safe use of materials. Students learn art vocabulary, terms, and procedures during the creative process that help them describe and talk about their work.

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General Notes:	<p>All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p>Special Note: This course incorporates hands-on activities and consumption of art materials.</p>
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STANDARDS (33)

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

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

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

- LAFS.K.SL.1.1: Participate in collaborative conversations with diverse partners about *kindergarten topics* and texts with peers and adults in small and larger groups.

<u>HE.K.B.5.3:</u>	<p>Recognize the consequences of not following rules/practices when making healthy and safe decisions.</p> <p>Remarks/Examples</p> <p>Injury to self and/or others.</p>
<u>LAFS.K.RL.1.2:</u>	<p>With prompting and support, retell familiar stories, including key details.</p>
<u>LAFS.K.SL.1.2:</u>	<p>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if</p>

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	something is not understood.
<u>LAFS.K.SL.1.3:</u>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<u>LAFS.K.SL.2.5:</u>	Add drawings or other visual displays to descriptions as desired to provide additional detail.
<u>MAFS.K.G.1.1:</u>	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to</i> .
<u>MAFS.K.G.1.3:</u>	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).
<u>MAFS.K.G.2.4:</u>	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).
<u>MAFS.K.MD.1.2:</u>	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>
<u>SC.K.N.1.4:</u>	Observe and create a visual representation of an object which includes its major features.
<u>SC.K.P.9.1:</u>	Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.
<u>VA.K.C.1.1:</u>	Create and share personal works of art with others.
<u>VA.K.C.2.1:</u>	Describe personal choices made in the creation of artwork.
<u>VA.K.C.2.2:</u>	Identify media used by self or peers.
<u>VA.K.F.1.1:</u>	Experiment with art media for personal satisfaction and perceptual awareness.
<u>VA.K.F.1.2:</u>	Identify real and imaginary subject matter in works of art.
<u>VA.K.F.2.1:</u>	Describe where art ideas or products can be found in stores.
<u>VA.K.F.3.1:</u>	Create artwork that communicates an awareness of self as part of

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	the community.
<u>VA.K.H.1.1:</u>	Describe art from selected cultures and places.
<u>VA.K.H.1.2:</u>	Follow directions for suitable behavior in an art audience.
<u>VA.K.H.1.3:</u>	Explain how art-making can help people express ideas and feelings.
<u>VA.K.H.2.1:</u>	Compare selected artworks from various cultures to find differences and similarities.
<u>VA.K.H.2.2:</u>	Explore everyday objects that have been designed and created by artists. Remarks/Examples e.g., artwork, utilitarian objects
<u>VA.K.H.2.3:</u>	Describe where artwork is displayed in school or other places.
<u>VA.K.H.3.1:</u>	Express ideas related to non-art content areas through personal artworks. Remarks/Examples e.g., based on classroom learning activities: a story, thematic unit, important people, geometric shapes, animal characteristics
<u>VA.K.O.1.1:</u>	Explore the placement of the structural elements of art in personal works of art.
<u>VA.K.O.2.1:</u>	Generate ideas and images for artworks based on memory, imagination, and experiences.
<u>VA.K.O.3.1:</u>	Create works of art to document experiences of self and community.
<u>VA.K.S.1.1:</u>	Explore art processes and media to produce artworks. Remarks/Examples e.g., stamp, glue, form, tear, cut, fold; chalk, crayon, marker, pencil, watercolor, tempera, fingerpaint
<u>VA.K.S.1.2:</u>	Produce artwork influenced by personal decisions and ideas.
<u>VA.K.S.3.1:</u>	Develop artistic skills through the repeated use of tools,

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	processes, and media. Remarks/Examples
	e.g., media-specific techniques, eye-hand coordination, fine-motor skills
<u>VA.K.S.3.2:</u>	Practice skills to develop craftsmanship.
<u>VA.K.S.3.3:</u>	Handle art tools and media safely in the art room.



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Course: Art - Grade 1- 5001020

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BASIC INFORMATION

Course Number:	5001020
Grade Levels:	1
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Art - Visual Arts, Visual Arts, Art, General, Art - Grade 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Art - Visual Arts SubSubject: General
Course Title:	Art - Grade 1
Course Abbreviated Title:	Art - Grade 1
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	Grade one art includes experimenting with a variety of concepts and ideas in art and digital media and processes while using materials correctly and safely to convey personal interests. Students use accurate art vocabulary, terms, and procedures during the creative process to describe and talk about their work.
General Notes:	All instruction related to Visual Art benchmarks should be framed

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	<p>by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p>Special Note: This course incorporates hands-on activities and consumption of art materials.</p>
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STANDARDS (40)

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

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

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

- LAFS.1.SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

<u>HE.1.C.2.4:</u>	<p>Recognize health consequences for not following rules.</p> <p>Remarks/Examples</p> <p>Injuries, arguments, hurt feelings, and pollution.</p>
<u>LAFS.1.RL.1.2:</u>	<p>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>
<u>LAFS.1.SL.1.2:</u>	<p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<u>LAFS.1.SL.1.3:</u>	<p>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>

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<u>LAFS.1.SL.2.5:</u>	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
<u>MAFS.1.G.1.2:</u>	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
<u>MAFS.1.G.1.3:</u>	Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
<u>SC.1.L.14.1:</u>	Make observations of living things and their environment using the five senses. Remarks/Examples
	Integrate HE.1.C.1.6. Emphasize the correct names of human body parts.
<u>SS.1.A.2.1:</u>	Understand history tells the story of people and events of other times and places.
<u>VA.1.C.1.1:</u>	Create and discuss works of art that convey personal interests.
<u>VA.1.C.1.2:</u>	Gather clues to help interpret and reflect on works of art.
<u>VA.1.C.2.1:</u>	Describe visual imagery used to complete artwork.
<u>VA.1.C.2.2:</u>	Use various media or techniques to learn how changes affect the completed artwork.
<u>VA.1.C.3.1:</u>	Identify vocabulary that is used in both visual art and other contexts. Remarks/Examples
	e.g., pattern: art, math, science; texture: art, science; main idea: art, music, language arts; shape: art, math, science
<u>VA.1.C.3.2:</u>	Distinguish between artwork, utilitarian objects, and objects from nature.

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<u>VA.1.F.1.1:</u>	Use various art media and real or imaginary choices to create artwork.
<u>VA.1.F.1.2:</u>	Identify how classmates solve artistic problems.
<u>VA.1.F.2.1:</u>	Explain how artists impact the appearance of items for sale in stores.
<u>VA.1.F.3.1:</u>	Describe the use of art to share community information.
<u>VA.1.F.3.2:</u>	Follow directions for completing classroom tasks in a specified timeframe to show early development of 21st-century skills. Remarks/Examples e.g., set-up, clean-up, use of materials
<u>VA.1.H.1.1:</u>	Discuss how different works of art communicate information about a particular culture.
<u>VA.1.H.1.2:</u>	Discuss suitable behavior expected of audience members. Remarks/Examples e.g., museum visits, artist presentations, school programs, assemblies
<u>VA.1.H.1.3:</u>	Describe ways in which artists use their work to share knowledge and life experiences.
<u>VA.1.H.2.1:</u>	Compare artworks from different cultures, created over time, to identify differences in style and media.
<u>VA.1.H.2.2:</u>	Identify objects of art that are used every day for utilitarian purposes. Remarks/Examples e.g., plates, clothing, teapots
<u>VA.1.H.2.3:</u>	Identify places in which artworks may be viewed by others. Remarks/Examples e.g., museums, schools, businesses
<u>VA.1.H.3.1:</u>	Identify connections between visual art and other content areas. Remarks/Examples

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	e.g., illustrations in storybooks, art in music class materials, art created by people of other cultures in social studies
<u>VA.1.O.1.1:</u>	Identify and use the structural elements of art and organizational principles of design to support artistic development.
<u>VA.1.O.2.1:</u>	Create imagery and symbols to express thoughts and feelings.
<u>VA.1.O.3.1:</u>	Use personal symbols in artwork to document surroundings and community.
<u>VA.1.S.1.1:</u>	Experiment with art processes and media to express ideas. Remarks/Examples e.g., brush: type, pressure; monoprint; stitch; weave; oil pastel; sculpture: additive, subtractive
<u>VA.1.S.1.2:</u>	Use varied processes to develop artistic skills when expressing personal thoughts, feelings, and experiences. Remarks/Examples e.g., media-specific techniques
<u>VA.1.S.1.3:</u>	Create works of art to tell a personal story.
<u>VA.1.S.1.4:</u>	Use accurate art vocabulary to communicate ideas about art.
<u>VA.1.S.2.1:</u>	Practice correct use of tools with various art media, techniques, and processes.
<u>VA.1.S.2.2:</u>	Describe the steps used in art production.
<u>VA.1.S.3.1:</u>	Practice skills and techniques to create with two- and/or three-dimensional media. Remarks/Examples e.g., eye-hand coordination, fine-motor skills
<u>VA.1.S.3.2:</u>	Discuss the qualities of good craftsmanship.
<u>VA.1.S.3.3:</u>	Demonstrate safety procedures for using art tools and materials.
<u>VA.1.S.3.4:</u>	Identify and be respectful of artwork that belongs to others and represents their ideas.

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	Remarks/Examples
	e.g., positive comments, proper handling of others' work and materials, encouragement, courtesy

RELATED GLOSSARY TERM DEFINITIONS (3)

Environment:	The sum of conditions affecting an organism, including all living and nonliving things in an area, such as plants, animals, water, soil, weather, landforms, and air.
Observation :	What one has observed using senses or instruments.
Sense:	Any of the faculties by which stimuli from outside or inside the body are received and felt, as the faculties of hearing, sight, smell, touch, taste, and equilibrium.



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Course: Art - Grade 2- 5001030

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4718>

BASIC INFORMATION

Course Number:	5001030
Grade Levels:	2
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Art - Visual Arts, Visual Arts, Art, General, Art - Grade 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Art - Visual Arts SubSubject: General
Course Title:	Art - Grade 2
Course Abbreviated Title:	Art – Grade 2
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	Grade two art includes experimenting with a variety of two- and three-dimensional concepts and ideas in art and digital media and processes. Materials are correctly and safely applied to convey personal interests and self-expression. Students use accurate art vocabulary, terms, and procedures with resources and time-management skills during the creative process. Attributes of artworks from individuals, cultures, and time are identified,

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	described, and discussed.
General Notes:	All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction. Special Note: This course incorporates hands-on activities and consumption of art materials.

STANDARDS (39)

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


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

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

- LAFS.2.SL.1.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

<u>HE.2.C.2.4:</u>	Explain the ways that rules make the classroom, school, and community safer. Remarks/Examples Walking not running, waiting your turn, and following traffic laws.
<u>LAFS.2.SL.1.2:</u>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<u>LAFS.2.SL.1.3:</u>	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen

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	understanding of a topic or issue.
<u>MAFS.2.G.1.1:</u>	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
<u>MAFS.2.G.1.3:</u>	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i> , <i>thirds</i> , <i>half of</i> , <i>a third of</i> , etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
<u>MAFS.2.MD.1.1:</u>	<p>MACC.2.MD.1.1 (2013-2014): Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>MAFS.2.MD.1.1 (2014-2015): Measure the length of an object to the nearest inch, foot, centimeter, or meter by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p>
<u>SC.2.N.1.5:</u>	<p>Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think). Remarks/Examples</p> <p>** CCSS Connections: MAFS.K12.MP.5: Use appropriate tools strategically.</p>
<u>VA.2.C.1.1:</u>	Use the art-making process to communicate personal interests and self-expression.
<u>VA.2.C.1.2:</u>	Reflect on and discuss various possible meanings in works of art.
<u>VA.2.C.2.1:</u>	Use appropriate decision-making skills to meet intended artistic objectives.
<u>VA.2.C.2.2:</u>	<p>Identify skillful techniques used in works by peers and others. Remarks/Examples</p> <p>e.g., painting, drawing, clay, collage, printmaking techniques</p>
<u>VA.2.C.2.3:</u>	Use suggestions from others to modify the structural elements of

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	art.
<u>VA.2.C.3.1:</u>	Use accurate art vocabulary to identify connections among visual art and other contexts.
<u>VA.2.C.3.2:</u>	Compare artworks with utilitarian objects and use accurate art vocabulary to describe how they are the same and how they are different.
<u>VA.2.F.1.1:</u>	Use imagination to create unique artwork incorporating personal ideas and selected media.
<u>VA.2.F.1.2:</u>	Explore the advantages of having multiple solutions to solve an artistic problem.
<u>VA.2.F.2.1:</u>	Identify work created by artists and designers. Remarks/Examples e.g., identified via description, sketching, painting, taking a picture; works: photographs, portraiture, landscaping, cartoon characters
<u>VA.2.F.3.1:</u>	Describe the use of art to promote events within the school or community.
<u>VA.2.F.3.2:</u>	Work with peers to complete a task in art.
<u>VA.2.F.3.3:</u>	Use time effectively while focused on art production to show early development of 21st-century skills.
<u>VA.2.H.1.1:</u>	Identify examples in which artists have created works based on cultural and life experiences.
<u>VA.2.H.1.2:</u>	Distinguish between appropriate and inappropriate audience behavior.
<u>VA.2.H.2.1:</u>	Identify differences or similarities in artworks across time and culture.
<u>VA.2.H.2.2:</u>	Identify objects from everyday life that have been designed and created using artistic skills. Remarks/Examples e.g., birthday cards, perfume bottles, personal electronic devices, cars, cereal box designs, buildings

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<u>VA.2.H.2.3:</u>	Identify the physical features or characteristics of artworks displayed in the community.
<u>VA.2.H.3.1:</u>	Describe connections made between creating with art ideas and creating with information from other content areas. Remarks/Examples e.g., shapes and math, color mixing and science
<u>VA.2.O.1.1:</u>	Employ structural elements of art and organizational principles of design in personal work to develop awareness of the creative process.
<u>VA.2.O.2.1:</u>	Use personal experience to convey meaning or purpose in creating artworks.
<u>VA.2.O.3.1:</u>	Create personally meaningful works of art to document and explain ideas about local and global communities.
<u>VA.2.S.1.1:</u>	Experiment with tools and techniques as part of art-making processes. Remarks/Examples e.g., brush for details, fiber, series of prints, mixed media, clay
<u>VA.2.S.1.2:</u>	Use diverse resources to inspire expression of personal ideas and experiences in works of art. Remarks/Examples e.g., media, new technology
<u>VA.2.S.1.3:</u>	Explore art from different time periods and cultures as sources for inspiration.
<u>VA.2.S.1.4:</u>	Use accurate art vocabulary to discuss art.
<u>VA.2.S.2.1:</u>	Develop artistic skills through repeated experiences with art media, techniques, processes, and tools.
<u>VA.2.S.2.2:</u>	Follow sequential procedures focused on art production.
<u>VA.2.S.3.1:</u>	Manipulate art materials and refine techniques to create two- and/or three-dimensional personal works. Remarks/Examples

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	e.g., eye-hand coordination, fine-motor skills
<u>VA.2.S.3.2:</u>	Demonstrate growth in craftsmanship through purposeful practice. Remarks/Examples
<u>VA.2.S.3.3:</u>	Follow directions for safety procedures and explain their importance in the art room.
<u>VA.2.S.3.4:</u>	Describe the differences between using one’s own ideas, using someone else’s ideas as one’s own, and drawing inspiration from the works of others. Remarks/Examples e.g., plagiarism, appropriation from the Internet and other sources

RELATED GLOSSARY TERM DEFINITIONS (2)

Inference :	The act of reasoning from factual knowledge or evidence.
Observation :	What one has observed using senses or instruments.


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Course: Art – Intermediate 1- 5001040

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BASIC INFORMATION

Course Number:	5001040
Grade Levels:	K,1,2,3,4,5,PreK
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Art - Visual Arts, Visual Arts, Art, General, Art – Intermediate 1, Art – INTERM 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Art - Visual Arts SubSubject: General
Course Title:	Art – Intermediate 1
Course Abbreviated Title:	Art – INTERM 1
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	Grade three* art incorporates a variety of two- and three-dimensional concepts and ideas in art and digital media and processes. Materials are correctly and safely applied to convey personal interests and self-expression. Observation skills, prior knowledge, and art criticism skills are employed to reflect on and interpret works of art. Students use accurate art vocabulary, terms, and procedures with resources and time-management

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	skills during the creative process.
General Notes:	<p>All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p>* Intermediate Visual Art 1, 2, and 3 have been designed in two ways: 1) to challenge students <i>on grade level</i> who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the upper elementary grades. Visual Art teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group’s prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.</p> <p>Examples:</p> <ul style="list-style-type: none"> • A 3rd grade class that may or may not have taken Visual Art previously should be enrolled in Intermediate Visual Art 1 and progress through the series in subsequent grades. • 4th graders beginning formal instruction in Visual Art for the first time may be enrolled, as a class, in Intermediate Visual Art 1, and must then progress to Intermediate Visual Art 2 in the following year. <p>Special Note: This course incorporates hands-on activities and consumption of art materials.</p>

STANDARDS (38)

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

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

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

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

LAFS.3.SL.1.1b: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

<u>LAFS.3.RL.3.7:</u>	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
<u>LAFS.3.SL.1.2:</u>	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<u>LAFS.3.SL.1.3:</u>	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
<u>MAFS.3.G.1.2:</u>	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.</i>
<u>SC.3.P.8.3:</u>	Compare materials and objects according to properties such as size, shape, color, texture, and hardness. Remarks/Examples ** CCSS Connections: MAFS.3.MD.2.4; MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.
<u>VA.3.C.1.1:</u>	Use the art-making process to develop ideas for self-expression.
<u>VA.3.C.1.2:</u>	Reflect on and interpret works of art, using observation skills, prior knowledge, and experience.
<u>VA.3.C.2.1:</u>	Assess personal artworks for completeness and success in meeting intended objectives.

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<u>VA.3.C.2.2:</u>	Compare techniques used by peers and established artists as a basis for improving one's own work.
<u>VA.3.C.2.3:</u>	Use constructive criticism to improve artwork.
<u>VA.3.C.3.1:</u>	Critique one's own and others' artworks, and identify the use of structural elements of art and organizational principles of design.
<u>VA.3.C.3.2:</u>	Describe the connections between visual art and other contexts through observation and art criticism.
<u>VA.3.C.3.3:</u>	Explain the similarities and differences between artworks and utilitarian objects.
<u>VA.3.F.1.1:</u>	Manipulate art media and incorporate a variety of subject matter to create imaginative artwork.
<u>VA.3.F.1.2:</u>	Explore the effects and merits of different solutions to solve an artistic problem.
<u>VA.3.F.2.1:</u>	Identify places where artists or designers have made an impact on the community.
<u>VA.3.F.3.1:</u>	Create artwork that communicates an awareness of events within the community.
<u>VA.3.F.3.2:</u>	Collaborate to complete a task in art. Remarks/Examples e.g., mural, mosaic
<u>VA.3.F.3.3:</u>	Demonstrate the skills needed to complete artwork in a timely manner, demonstrating perseverance and development of 21st-century skills.
<u>VA.3.H.1.1:</u>	Describe cultural similarities and differences in works of art.
<u>VA.3.H.1.2:</u>	Describe the importance of displaying suitable behavior as part of an art audience.
<u>VA.3.H.1.3:</u>	Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.
<u>VA.3.H.2.1:</u>	Compare differences or similarities in artworks across time and culture.
<u>VA.3.H.2.2:</u>	Examine artworks and utilitarian objects, and describe their significance in the school and/or community.

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<u>VA.3.H.2.3:</u>	Describe various venues in which artwork is on display for public viewing. Remarks/Examples e.g., museums, galleries, restaurants, virtual tours
<u>VA.3.H.3.1:</u>	Discuss how knowledge gained in the visual art classroom can serve as prior knowledge in other classrooms.
<u>VA.3.O.1.1:</u>	Demonstrate how the organizational principles of design are used to arrange the structural elements of art in personal work.
<u>VA.3.O.2.1:</u>	Use creative and innovative ideas to complete personal artworks.
<u>VA.3.O.3.1:</u>	Use symbols, visual language, and/or written language to document self or others.
<u>VA.3.S.1.1:</u>	Manipulate tools and media to enhance communication in personal artworks.
<u>VA.3.S.1.2:</u>	Use diverse resources to inspire artistic expression and achieve varied results. Remarks/Examples e.g., media center, technology, print materials
<u>VA.3.S.1.3:</u>	Incorporate ideas from art exemplars for specified time periods and cultures. Remarks/Examples e.g., concepts, technique, media, subject matter
<u>VA.3.S.1.4:</u>	Choose accurate art vocabulary to describe works of art and art processes.
<u>VA.3.S.2.1:</u>	Integrate the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal.
<u>VA.3.S.2.2:</u>	Follow procedures, focusing on the art-making process.
<u>VA.3.S.3.1:</u>	Use materials, tools, and processes to achieve an intended result in two- and/or three-dimensional artworks.
<u>VA.3.S.3.2:</u>	Develop craftsmanship skills through repeated practice.

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VA.3.S.3.3:

Work within safety guidelines while using tools, media, techniques, and processes.



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Course: Art – Intermediate 2- 5001050

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4742>

BASIC INFORMATION

Course Number:	5001050
Grade Levels:	K,1,2,3,4,5,PreK
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Art - Visual Arts, Visual Arts, Art, General, Art – Intermediate 2, Art – INTERM 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Art - Visual Arts SubSubject: General
Course Title:	Art – Intermediate 2
Course Abbreviated Title:	Art – INTERM 2
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	Grade four* art incorporates a variety of two- and three-dimensional concepts and ideas in art and digital media and processes to convey meaning and relevance. Materials are correctly, safely, and responsibly applied to achieve diverse effects and meet established criteria. Observation skills, prior knowledge, and art-criticism skills are employed to reflect on and revise works of art. During the creative process, students use

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	accurate art vocabulary, terms, and procedures, as well as time-management and collaborative skills.
General Notes:	<p>All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p>* Intermediate Visual Art 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the upper elementary grades. Visual Art teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.</p> <p>Examples:</p> <ul style="list-style-type: none"> • A 3rd grade class that may or may not have taken Visual Art previously should be enrolled in Intermediate Visual Art 1 and progress through the series in subsequent grades. • 4th graders beginning formal instruction in Visual Art for the first time may be enrolled, as a class, in Intermediate Visual Art 1, and must then progress to Intermediate Visual Art 2 in the following year. <p>Special Note: This course incorporates hands-on activities and consumption of art materials.</p>

STANDARDS (41)

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

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practices are required content:

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

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

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

<u>LAFS.4.SL.1.2:</u>	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<u>LAFS.4.SL.1.3:</u>	Identify the reasons and evidence a speaker provides to support particular points.
<u>LAFS.4.W.1.2d:</u>	Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.
<u>MAFS.4.G.1.3:</u>	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
<u>VA.4.C.1.1:</u>	Integrate ideas during the art-making process to convey meaning in personal works of art.
<u>VA.4.C.1.2:</u>	Describe observations and apply prior knowledge to interpret visual information and reflect on works of art.
<u>VA.4.C.2.1:</u>	Revise artworks to meet established criteria. Remarks/Examples e.g., criteria set by teacher, student, or both
<u>VA.4.C.2.2:</u>	Use various resources to generate ideas for growth in personal works.
<u>VA.4.C.2.3:</u>	Develop and support ideas from various resources to create unique artworks.

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<u>VA.4.C.3.1:</u>	Use accurate art vocabulary when analyzing works of art.
<u>VA.4.C.3.2:</u>	Compare purposes for the structural elements of art and organizational principles of design in artworks and utilitarian objects.
<u>VA.4.C.3.3:</u>	Use the art-making process, analysis, and discussion to identify the connections between art and other disciplines.
<u>VA.4.F.1.1:</u>	Combine art media with innovative ideas and techniques to create two- and/or three-dimensional works of art.
<u>VA.4.F.1.2:</u>	Examine and apply creative solutions to solve an artistic problem.
<u>VA.4.F.2.1:</u>	Discuss how artists and designers have made an impact on the community.
<u>VA.4.F.2.2:</u>	Identify the work of local artists to become familiar with art-making careers.
<u>VA.4.F.3.1:</u>	Create art to promote awareness of school and/or community concerns. Remarks/Examples e.g., poster, billboard
<u>VA.4.F.3.2:</u>	Collaborate with peers in the art room to achieve a common art goal.
<u>VA.4.F.3.3:</u>	Work purposefully to complete personal works of art in a timely manner, demonstrating development of 21st-century skills.
<u>VA.4.H.1.1:</u>	Identify historical and cultural influences that have inspired artists to produce works of art.
<u>VA.4.H.1.2:</u>	Identify suitable behavior for various art venues and events.
<u>VA.4.H.1.3:</u>	Describe artworks that honor and are reflective of particular individuals, groups, events, and/or cultures.
<u>VA.4.H.1.4:</u>	Identify and practice ways of showing respect for one's own and others' personal works of art.
<u>VA.4.H.2.1:</u>	Explore works of art, created over time, to identify the use of the structural elements of art in an historical event or art style.
<u>VA.4.H.2.2:</u>	Identify differences between artworks and utilitarian objects.

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<u>VA.4.H.2.3:</u>	Identify reasons to display artwork in public places. Remarks/Examples e.g., reasons: aesthetics, memory, record historical events or accomplishments; public places: museums, galleries, open air
<u>VA.4.H.3.1:</u>	Discuss how analytical skills and thinking strategies are applied to both art production and problem-solving in other content areas. Remarks/Examples e.g., identify facts, ideas, solutions
<u>VA.4.O.1.1:</u>	Use the structural elements of art and organizational principles of design to understand the art-making process.
<u>VA.4.O.1.2:</u>	Identify the structural elements of art used to unite an artistic composition.
<u>VA.4.O.2.1:</u>	Use a variety of resources and art skills to overcome visual challenges in personal artworks.
<u>VA.4.O.3.1:</u>	Apply meaning and relevance to document self or others visually in artwork. Remarks/Examples e.g., personal ideas, observations
<u>VA.4.S.1.1:</u>	Manipulate tools and materials to achieve diverse effects in personal works of art. Remarks/Examples e.g., charcoal, colored pencil, block printing: reduction, stencil
<u>VA.4.S.1.2:</u>	Explore and use media, technology, and other art resources to express ideas visually.
<u>VA.4.S.1.3:</u>	Create artworks that integrate ideas from culture or history.
<u>VA.4.S.1.4:</u>	Use accurate art vocabulary to discuss works of art and the creative process.
<u>VA.4.S.2.1:</u>	Organize the structural elements of art to achieve an artistic objective.
<u>VA.4.S.2.2:</u>	Demonstrate the ability to recall art procedures and focus on art

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	processes through to the end of production.
<u>VA.4.S.3.1:</u>	Experiment with various materials, tools, techniques, and processes to achieve a variety of results in two- and/or three-dimensional artworks.
<u>VA.4.S.3.2:</u>	Plan and produce art through ongoing practice of skills and techniques.
<u>VA.4.S.3.3:</u>	Follow procedures for using tools, media, techniques, and processes safely and responsibly.
<u>VA.4.S.3.4:</u>	Discuss the importance of copyright law in regard to the creation and production of art. Remarks/Examples
	e.g., plagiarism, appropriation from the Internet and other sources



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Course: Art - Intermediate 3- 5001060

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4739>

BASIC INFORMATION

Course Number:	5001060
Grade Levels:	K,1,2,3,4,5,PreK
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Art - Visual Arts, Visual Arts, Art, General, Art - Intermediate 3, Art – INTERM 3
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Art - Visual Arts SubSubject: General
Course Title:	Art - Intermediate 3
Course Abbreviated Title:	Art – INTERM 3
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	Grade five* art incorporates a variety of two- and three-dimensional concepts and ideas in art and digital media and processes to influence personal artistic decisions and create visual unity. Materials are correctly, safely, and responsibly applied to achieve diverse effects and meet established criteria. An art-criticism process leads to a hypothesis about the meanings of creative products and utilitarian objects. Observation skills and

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	<p>prior knowledge are employed to reflect on and revise personal works of art. During the creative process, students use accurate art vocabulary, terms, and procedures, as well as time-management and collaborative skills.</p>
<p>General Notes:</p>	<p>All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p>*Intermediate Visual Art 1, 2, and 3 have been designed in two ways: 1) to challenge students <i>on grade level</i> who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the upper elementary grades. Visual Art teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.</p> <p>Examples:</p> <ul style="list-style-type: none"> • A 3rd grade class that may or may not have taken Visual Art previously should be enrolled in Intermediate Visual Art 1 and progress through the series in subsequent grades. • 4th graders beginning formal instruction in Visual Art for the first time may be enrolled, as a class, in Intermediate Visual Art 1, and must then progress to Intermediate Visual Art 2 in the following year. • Special Note: This course incorporates hands-on activities and consumption of art materials. <p>Special Note: This course incorporates hands-on activities and consumption of art materials.</p>

STANDARDS (50)

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

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

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

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

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

MAFS.5.OA.2: Analyze patterns and relationships.

MAFS.5.G.2: Classify two-dimensional figures into categories based on their properties.

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

LAFS.5.L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

<p><u>LAFS.5.L.2.3:</u></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none">a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.b. Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.
<p><u>LAFS.5.RL.3.7:</u></p>	<p>Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>
<p><u>LAFS.5.SL.1.1:</u></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none">a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.b. Follow agreed-upon rules for discussions and carry out assigned roles.c. Pose and respond to specific questions by making

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	<p>comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>
<u>LAFS.5.SL.1.2:</u>	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<u>LAFS.5.SL.1.3:</u>	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
<u>LAFS.5.W.1.2d:</u>	Use precise language and domain-specific vocabulary to inform about or explain the topic.
<u>VA.5.C.1.1:</u>	Develop a range of interests in the art-making process to influence personal decision-making.
<u>VA.5.C.1.2:</u>	Use prior knowledge and observation skills to reflect on, analyze, and interpret exemplary works of art.
<u>VA.5.C.1.3:</u>	Examine and discuss exemplary works of art to distinguish which qualities may be used to evaluate personal works.
<u>VA.5.C.2.1:</u>	Revise artwork as a necessary part of the creative process to achieve an artistic goal.
<u>VA.5.C.2.2:</u>	Analyze personal artworks to articulate the motivations and intentions in creating personal works of art.
<u>VA.5.C.2.3:</u>	<p>Apply established criteria to the art-making process to measure artistic growth.</p> <p>Remarks/Examples</p> <p>e.g., criteria set by teacher, student, or both</p>
<u>VA.5.C.2.4:</u>	Identify examples of constructive criticism and use them to improve artworks and enhance artistic growth.
<u>VA.5.C.3.1:</u>	Use the structural elements of art and organizational principles of design when engaged in art criticism.
<u>VA.5.C.3.2:</u>	Use art-criticism processes to form a hypothesis about an artist's

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	<p>or designer’s intent when creating artworks and/or utilitarian objects.</p> <p>Remarks/Examples</p> <p>e.g., inference from color, line, shape, form</p>
<u>VA.5.C.3.3:</u>	<p>Critique works of art to understand the content and make connections with other content areas.</p> <p>Remarks/Examples</p> <p>e.g., themes: language arts; media: science - color, math - shapes; styles: history - event; techniques: technology</p>
<u>VA.5.F.1.1:</u>	<p>Examine and experiment with traditional or non-traditional uses of media to apply imaginative techniques in two- and/or three-dimensional artworks.</p>
<u>VA.5.F.1.2:</u>	<p>Develop multiple solutions to solve artistic problems and justify personal artistic or aesthetic choices.</p>
<u>VA.5.F.2.1:</u>	<p>Describe the knowledge and skills necessary for art-making and art-related careers.</p>
<u>VA.5.F.2.2:</u>	<p>Explore careers in which artworks and utilitarian designs are created.</p>
<u>VA.5.F.2.3:</u>	<p>Discuss contributions that artists make to society.</p>
<u>VA.5.F.3.1:</u>	<p>Create artwork to promote public awareness of community and/or global concerns.</p>
<u>VA.5.F.3.2:</u>	<p>Create artwork that shows procedural and analytical thinking to communicate ideas.</p>
<u>VA.5.F.3.3:</u>	<p>Work collaboratively with others to complete a task in art and show leadership skills.</p>
<u>VA.5.F.3.4:</u>	<p>Follow directions and complete artwork in the timeframe allotted to show development of 21st-century skills.</p> <p>Remarks/Examples</p> <p>e.g., reasonable timeframe established by teacher, adjusted as needed</p>
<u>VA.5.H.1.1:</u>	<p>Examine historical and cultural influences that inspire artists and</p>

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	their work.
<u>VA.5.H.1.2:</u>	Use suitable behavior as a member of an art audience.
<u>VA.5.H.1.3:</u>	Identify and describe the importance a selected group or culture places on specific works of art.
<u>VA.5.H.1.4:</u>	Explain the importance of artwork to show why respect is or should be given to the work of peer or specified professional artists.
<u>VA.5.H.2.1:</u>	Compare works of art on the basis of style, culture, or artist across time to identify visual differences.
<u>VA.5.H.2.2:</u>	Describe the ways in which artworks and utilitarian objects impact everyday life.
<u>VA.5.H.2.3:</u>	Discuss artworks found in public venues to identify the significance of the work within the community.
<u>VA.5.H.3.1:</u>	Discuss how skills learned through the analysis and art-making process are used to solve problems in non-art areas. Remarks/Examples e.g., identify facts, ideas, solutions
<u>VA.5.O.1.1:</u>	Use structural elements of art and organizational principles of design to develop content in artwork.
<u>VA.5.O.1.2:</u>	Organize the structural elements of art to achieve visual unity.
<u>VA.5.O.1.3:</u>	Explain how creative and technical ability is used to produce a work of art.
<u>VA.5.O.2.1:</u>	Analyze works of art that document people and events from a variety of places and times to synthesize ideas for creating artwork. Remarks/Examples e.g., knowledge, empathy, technique, artistic choices, symbolic choices
<u>VA.5.O.2.2:</u>	Use a variety of sources for ideas to resolve challenges in creating original works.
<u>VA.5.O.3.1:</u>	Create meaningful and unique works of art to effectively

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	communicate and document a personal voice.
<u>VA.5.S.1.1:</u>	Use various art tools, media, and techniques to discover how different choices change the effect on the meaning of an artwork. Remarks/Examples e.g., clay: relief, pinch, coil, slab construction; three-color reduction print; silkscreen; basketry; bas relief; soft sculpture
<u>VA.5.S.1.2:</u>	Use media, technology, and other resources to inspire personal art-making decisions. Remarks/Examples e.g., books, magazines, Internet, cameras, art visuals
<u>VA.5.S.1.3:</u>	Create artworks to depict personal, cultural, and/or historical themes. Remarks/Examples e.g., woven mats, clay dolls, quilts
<u>VA.5.S.1.4:</u>	Use accurate art vocabulary to communicate about works of art and artistic and creative processes.
<u>VA.5.S.2.1:</u>	Organize the structural elements of art to support planning, strengthen focus, and implement artistic vision.
<u>VA.5.S.2.2:</u>	Identify sequential procedures to engage in art production. Remarks/Examples e.g., safety procedures, media processes, organizational procedures
<u>VA.5.S.2.3:</u>	Visualize the end product to justify artistic choices of tools, techniques, and processes.
<u>VA.5.S.3.1:</u>	Use materials, tools, techniques, and processes to achieve expected results in two- and/or three-dimensional artworks.
<u>VA.5.S.3.2:</u>	Use craftsmanship and technical ability in personal works to show refinement of skills over time.
<u>VA.5.S.3.3:</u>	Use tools, media, techniques, and processes in a safe and responsible manner.

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VA.5.S.3.4:

Use ethical standards, including copyright laws, when producing works of art.

Remarks/Examples

e.g., ethics, plagiarism, appropriation from the Internet and other sources



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Course: Introduction to Computers- 5002000

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/3806>

BASIC INFORMATION

Course Number:	5002000
Grade Levels:	K,1,2,3,4,5
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Computer Education, General, Introduction to Computers, INTROD TO CPTRS
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Computer Education SubSubject: General
Course Title:	Introduction to Computers
Course Abbreviated Title:	INTROD TO CPTRS
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
General Notes:	<p>The purpose of this course is to enable students to develop basic skills in computer fundamentals, keyboarding, computer applications, research tools, and educational applications.</p> <p>Within appropriate developmental guidelines the content of this course should enable students to:</p>

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	<ul style="list-style-type: none"> • Understand computer specific terminology • Demonstrate a basic knowledge of computer technology, function and application • Demonstrate keyboard proficiency • Use the computer to integrate all areas of the curriculum • Create original works using multimedia tools • Use computer programs and educational software to reinforce their learning • Undertake research and expand their critical thinking skills • Understand the importance of cyber safety and computer etiquette
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STANDARDS (65)


<u>HE.K.B.4.3:</u>	<p>Identify the appropriate responses to unwanted and threatening situations.</p> <p>Remarks/Examples</p> <p>Tell a trusted adult, police officer, and/or parent; seek safety and run for help.</p>
<u>HE.1.B.4.3:</u>	<p>Describe ways to respond when in an unwanted, threatening, or dangerous situation.</p> <p>Remarks/Examples</p> <p>Leave, tell a trusted adult, and say “no.”</p>
<u>HE.1.B.5.3:</u>	<p>Explain the consequences of not following rules/practices when making healthy and safe decisions.</p> <p>Remarks/Examples</p> <p>Tooth decay and environmental damage.</p>

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<p><u>HE.1.C.2.4:</u></p>	<p>Recognize health consequences for not following rules. Remarks/Examples</p> <p>Injuries, arguments, hurt feelings, and pollution.</p>
<p><u>HE.2.B.4.3:</u></p>	<p>Demonstrate ways to respond to unwanted, threatening, or dangerous situations. Remarks/Examples</p> <p>Role playing: “How to tell a trusted adult or how to leave a dangerous situation safely.”</p>
<p><u>HE.2.B.5.3:</u></p>	<p>Compare the consequences of not following rules/practices when making healthy and safe decisions. Remarks/Examples</p> <p>Negative emotions, accidents, injuries, and pollution.</p>
<p><u>HE.2.C.2.4:</u></p>	<p>Explain the ways that rules make the classroom, school, and community safer. Remarks/Examples</p> <p>Walking not running, waiting your turn, and following traffic laws.</p>
<p><u>HE.3.B.4.3:</u></p>	<p>Demonstrate nonviolent strategies to manage or resolve conflict. Remarks/Examples</p> <p>Role playing, age-appropriate skills for conflict resolution, mediation, and assertive-communication skills.</p>
<p><u>HE.3.C.2.6:</u></p>	<p>Discuss the positive and negative impacts technology may have on health. Remarks/Examples</p> <p>Positives: calling 911, using a pedometer, playing electronic, interactive video games that promote physical activity, medical advances, and collaboration. Negatives: video games that do not promote physical activity, violent video/computer, games, and misuse/overuse cell phone/texting.</p>
<p><u>HE.3.P.7.1:</u></p>	<p>Practice responsible personal health behaviors. Remarks/Examples</p>

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	Pedestrian safety, firearm safety, avoiding unsafe places, and not littering.
<u>HE.4.B.4.3:</u>	Discuss nonviolent strategies to manage or resolve conflict. Remarks/Examples Talking to the resource officer, "cool-off" period; physical activities; quiet time; compromise; and rock, paper, scissors.
<u>HE.4.C.2.6:</u>	Explain how technology influences personal thoughts, feelings, and health behaviors. Remarks/Examples Cyber-bullying, habitual gaming, violent video games, and seat-belt alarm.
<u>HE.5.B.4.1:</u>	Illustrate techniques of effective verbal and nonverbal communication skills to enhance health. Remarks/Examples Written or verbal communication, body language, and conflict-resolution skills.
<u>HE.5.B.4.3:</u>	Illustrate effective conflict resolution strategies. Remarks/Examples Expressing emotions, listening, and using body language.
<u>HE.5.B.5.4:</u>	Select a healthy option when making decisions for yourself and/or others. Remarks/Examples Report bullying, resolve conflicts, and use safety equipment.
<u>HE.5.B.7.1:</u>	Model responsible personal health behaviors. Remarks/Examples Respect others, limit television time, choose healthy foods, and pick up litter.
<u>LAFS.K.SI.1.2:</u>	Confirm understanding of a text read aloud or information

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	presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
<u>LAFS.K.SL.1.3:</u>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<u>LAFS.K.SL.2.5:</u>	Add drawings or other visual displays to descriptions as desired to provide additional detail.
<u>LAFS.K.SL.2.6:</u>	Speak audibly and express thoughts, feelings, and ideas clearly.
<u>LAFS.K.W.2.6:</u>	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
<u>LAFS.K.W.3.7:</u>	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
<u>LAFS.1.RI.2.5:</u>	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
<u>LAFS.1.SL.1.2:</u>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<u>LAFS.1.SL.2.5:</u>	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
<u>LAFS.1.W.2.6:</u>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
<u>LAFS.1.W.3.7:</u>	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
<u>LAFS.1.W.3.8:</u>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<u>LAFS.2.RI.2.5:</u>	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
<u>LAFS.2.SI.2.5:</u>	Create audio recordings of stories or poems; add drawings or

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	other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
<u>LAFS.2.W.2.6:</u>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
<u>LAFS.2.W.3.7:</u>	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
<u>LAFS.2.W.3.8:</u>	Recall information from experiences or gather information from provided sources to answer a question.
<u>SS.K.C.1.2:</u>	Explain the purpose and necessity of rules and laws at home, school, and community.
	Remarks/Examples
	Examples are attending school and wearing a seat belt.
<u>LAFS.3.L.3.6:</u>	LAFS.3.L.3.6 (2013-2014): Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).
	LAFS.3.L.3.6 (2014-2015): Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).
<u>LAFS.3.RI.2.5:</u>	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
<u>LAFS.3.SL.2.5:</u>	LAFS.3.SL.2.5 (2013-2014): Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
	LAFS.3.SL.2.5 (2014-2015): Demonstrate fluid reading at an

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	understandable pace, adding visual displays and engaging audio recordings when appropriate to emphasize or enhance certain facts or details.
<u>LAFS.3.W.2.6:</u>	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
<u>LAFS.3.W.3.7:</u>	Conduct short research projects that build knowledge about a topic.
<u>LAFS.3.W.3.8:</u>	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
<u>LAFS.4.L.3.6:</u>	<p>LAFS.4.L.3.6 (2013-2014): Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p> <p>LAFS.4.L.3.6 (2014-2015): Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal precise actions, emotions, or states of being (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>
<u>LAFS.4.RI.2.5:</u>	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
<u>LAFS.4.SL.2.5:</u>	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
<u>LAFS.4.W.2.6:</u>	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

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<u>LAFS.4.W.3.7:</u>	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
<u>LAFS.4.W.3.8:</u>	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
<u>LAFS.4.W.3.9:</u>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
<u>LAFS.5.L.3.6:</u>	<p>LAFS.5.L.3.6 (2013-2014): Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p> <p>LAFS.5.L.3.6 (2014-2015): Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>
<u>LAFS.5.RI.2.5:</u>	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
<u>LAFS.5.SL.2.5:</u>	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
<u>LAFS.5.W.2.6:</u>	With some guidance and support from adults, use technology,

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	including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
<u>LAFS.5.W.3.7:</u>	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
<u>LAFS.5.W.3.8:</u>	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
<u>LAFS.5.W.3.9:</u>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
<u>MAFS.K12.MP.3.1:</u>	<p>Construct viable arguments and critique the reasoning of others.</p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and</p>


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	<p>actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>
<p><u>MAFS.K12.MP.5.1:</u></p>	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>
<p><u>MAFS.K12.MP.6.1:</u></p>	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with</p>

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

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<u>SS.2.C.1.2:</u>	<p>Explain the consequences of an absence of rules and laws. Remarks/Examples</p> <p>Examples are lack of order and people get hurt.</p>
<u>SS.3.C.2.1:</u>	<p>Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues. Remarks/Examples</p> <p>Examples are food drives, book drives, community, clean-up, voting.</p>
<u>VA.1.F.3.2:</u>	<p>Follow directions for completing classroom tasks in a specified timeframe to show early development of 21st-century skills. Remarks/Examples</p> <p>e.g., set-up, clean-up, use of materials</p>



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Course: Dance - Grade Kindergarten-5003010

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3927>

BASIC INFORMATION

Course Number:	5003010
Grade Levels:	K
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Dance, General, Dance - Grade Kindergarten, DANCE - GRADE K
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades PreK to 5 Education Courses</p> <p>Subject: Dance</p> <p>SubSubject: General</p>
Course Title:	Dance - Grade Kindergarten
Course Abbreviated Title:	DANCE - GRADE K
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	Kindergarten students in dance class explore their world through a variety of creative dance concepts, learning strategies, rhythms, stories, songs, manipulatives, images, and creative play to help them express control and imagination, advance motor skills, increase kinesthetic awareness and coordination, and develop social skills. Instruction facilitates their acquisition of knowledge

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	and skills required to self-express, communicate, create with imagination and artistic intent, and infuse concepts from various academic content areas and cultural origins.
General Notes:	Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

STANDARDS (30)

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

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

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

MAFS.K.CC.1: Know number names and the count sequence.

LAFS.K.SL.1.1: Participate in collaborative conversations with diverse partners about *kindergarten topics* and texts with peers and adults in small and larger groups.

<u>DA.K.C.1.1:</u>	Associate and identify words of action or feeling with watching or performing simple dances.
<u>DA.K.C.1.2:</u>	Perform creative movement in a specific order.
<u>DA.K.C.2.1:</u>	Explore movement possibilities to solve problems by experiencing tempo, level, and directional changes. Remarks/Examples e.g., turtle: slow; rabbit: fast
<u>DA.K.C.3.1:</u>	Express preferences from among a teacher-selected set of dances.

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	Remarks/Examples e.g., teacher-chosen dances presented live or on video, dancing games, simple dances students have already learned
<u>DA.K.F.1.1:</u>	Create free-form dances, using manipulatives, which are personally pleasing and show exploration and imagination. Remarks/Examples e.g., scarves, long ribbons, soft fabric squares and rectangles
<u>DA.K.F.3.1:</u>	Follow classroom instructions given by the teacher.
<u>DA.K.H.1.1:</u>	Dance to music from a wide range of cultures.
<u>DA.K.O.1.1:</u>	Improvise a short phrase based on the elements of dance. Remarks/Examples e.g., space: pathways, levels; time: speed
<u>DA.K.O.2.1:</u>	Improvise a short dance phrase with a clear beginning and ending. Remarks/Examples e.g., twist, bend, swing, bounce, freeze
<u>DA.K.O.3.1:</u>	Use movement to express a feeling, idea, or story.
<u>DA.K.O.3.2:</u>	Respond to a dance through movement and words.
<u>DA.K.S.1.1:</u>	Discover movement through exploration, creativity, and imitation. Remarks/Examples e.g., use of space, tempo, level, direction
<u>DA.K.S.1.2:</u>	Discover new ways to move by using imitation and imagery. Remarks/Examples e.g., animals, swaying trees, falling snow
<u>DA.K.S.2.1:</u>	Follow classroom directions.
<u>DA.K.S.2.2:</u>	Retain simple sequences and accurate dance terminology over

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	time.
<u>DA.K.S.3.1:</u>	Refine gross- and fine-locomotor skills through repetition.
<u>DA.K.S.3.2:</u>	Imitate simple exercises for strengthening and stretching the body.
<u>DA.K.S.3.3:</u>	Develop kinesthetic awareness by maintaining personal space and moving in pathways through space.
<u>DA.K.S.3.4:</u>	Move to various musical and rhythmic accompaniments, responding to changes in tempo and dynamics.
<u>HE.K.C.1.1:</u>	Recognize healthy behaviors. Remarks/Examples Brushing teeth, adequate sleep, and cover mouth for cough and sneeze.
<u>LAFS.K.RL.4.10:</u>	Actively engage in group reading activities with purpose and understanding.
<u>LAFS.K.SL.1.2:</u>	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
<u>LAFS.K.SL.1.3:</u>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<u>MU.K.C.1.1:</u>	Respond to music from various sound sources to show awareness of steady beat. Remarks/Examples e.g., steady beat, pulse
<u>MU.K.C.2.1:</u>	Identify similarities and/or differences in a performance.
<u>MU.K.O.1.1:</u>	Respond to beat, rhythm, and melodic line through imitation. Remarks/Examples e.g., locomotor and non-locomotor movement, body levels
<u>PE.K.C.2.1:</u>	Recognize locomotor skills. Remarks/Examples

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	Some examples of locomotor skills are walking, running, skipping, leaping, hopping, jumping and galloping.
<u>PE.K.C.2.2:</u>	Recognize physical activities have safety rules and procedures. Remarks/Examples An example would be to put equipment away when not in use in order to keep the physical activity area safe.
<u>PE.K.R.6.2:</u>	Identify a benefit of willingly trying new movements and motor skills.
<u>PE.K.R.6.3:</u>	Identify the benefits of continuing to participate when not successful on the first try.



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Course: Dance - Grade 1- 5003020

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3928>

BASIC INFORMATION

Course Number:	5003020
Grade Levels:	1
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Dance, General, Dance - Grade 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Dance SubSubject: General
Course Title:	Dance - Grade 1
Course Abbreviated Title:	DANCE - GRADE 1
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	First-grade students in dance class explore their expanding world as they create, interpret, and replicate steps, movement patterns, shapes, rhythms, and dances inspired by a variety of stories, songs, ideas, cultures, manipulatives, images, creative play, and technologies. Through structured and unstructured movement, students stretch their imaginations, strengthen their bodies, and learn to make choices in a risk-free environment.

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	Instruction facilitates their acquisition of knowledge and skills required to self-express, create with artistic intent, and infuse concepts from various academic content areas and cultural origins.
General Notes:	Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

STANDARDS (36)

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

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

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

- LAFS.1.SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

<u>DA.1.C.1.1:</u>	Identify and respond to the feelings expressed in movement pieces.
<u>DA.1.C.1.2:</u>	Repeat simple movements from verbal cueing. Remarks/Examples e.g., "right foot front," "arms to the side"
<u>DA.1.C.2.1:</u>	Make movement choices, using one or more given elements, to complete a short phrase. Remarks/Examples e.g., levels, tempos, directions, energy

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<u>DA.1.C.3.1:</u>	Share personal opinions on selected movement pieces, recognizing that individual opinions often vary.
<u>DA.1.F.1.1:</u>	Create dances, with or without manipulatives, which imitate animated shapes, letters, animals, and/or storybook characters. Remarks/Examples e.g., scarves, long ribbons, soft fabric squares and rectangles
<u>DA.1.F.3.1:</u>	Follow directions given by the teacher or by peers in small groups.
<u>DA.1.H.1.1:</u>	Practice children’s dances from around the world.
<u>DA.1.H.3.1:</u>	Perform movement that infuses music, language, and numbers.
<u>DA.1.O.1.1:</u>	Experiment with given elements to develop knowledge of their characteristics. Remarks/Examples e.g., fast/slow, big/small, smooth/sharp, curved/straight
<u>DA.1.O.1.2:</u>	Demonstrate awareness of expectations in class and at informal performances.
<u>DA.1.O.2.1:</u>	Select and apply a change in tempo or level to transform the meaning, feeling, or look of a movement or phrase.
<u>DA.1.O.3.1:</u>	Create movement phrases to express a feeling, idea, or story.
<u>DA.1.O.3.2:</u>	Use accurate dance terminology to describe specified movements and shapes.
<u>DA.1.S.1.1:</u>	Discover movement through exploration, creativity, self-discovery, and experimentation in dance.
<u>DA.1.S.1.2:</u>	Explore how body parts move by using imitation and imagery. Remarks/Examples e.g., elbow circles: turn a crank; flex/point: gas peddle
<u>DA.1.S.2.1:</u>	Listen attentively and follow directions when learning movement skills and sequences.

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	Remarks/Examples e.g., clapping, visual or verbal cue
<u>DA.1.S.2.2:</u>	Practice simple dance sequences with assistance.
<u>DA.1.S.2.3:</u>	Perform simple movements on both sides of the body. Remarks/Examples e.g., shake right hand, shake left hand
<u>DA.1.S.3.1:</u>	Imitate basic body postures and maintain a pose in a held stance. Remarks/Examples e.g., curved, straight, bent, crooked
<u>DA.1.S.3.2:</u>	Repeat simple body movements to strengthen and stretch the body. Remarks/Examples e.g., bend front and side, jump, hop
<u>DA.1.S.3.3:</u>	Practice moving body parts in and through space to develop coordination. Remarks/Examples e.g., arms with legs, up/down, forward/backward, skipping with arm swings
<u>DA.1.S.3.4:</u>	Demonstrate acuity in transferring given rhythmic patterns from the aural to the kinesthetic. Remarks/Examples e.g., verbalized rhythm transferred to the feet
<u>DA.1.S.3.5:</u>	Explore, manipulate, and manage concepts of personal and general space by moving in different levels and directions.
<u>HE.1.C.1.1:</u>	Identify healthy behaviors. Remarks/Examples Eating breakfast, playing safely on the playground, wearing

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	helmet on bike, and participating in moderate to vigorous physical activity.
<u>LAFS.1.RL.1.2:</u>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
<u>LAFS.1.SL.1.2:</u>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<u>LAFS.1.SL.1.3:</u>	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
<u>PE.1.C.2.1:</u>	Identify the critical elements of locomotor skills. Remarks/Examples Some examples of critical elements of locomotor skills are step-hop for skipping and use of one foot for hopping.
<u>PE.1.C.2.2:</u>	Identify safety rules and procedures for teacher-selected physical activities. Remarks/Examples An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.
<u>PE.1.C.2.9:</u>	Name examples of warm-up and cool-down exercises. Remarks/Examples An example of a warm-up exercise is an activity that gets your blood flowing. An example of a cool-down exercise is one that slows your heart rate.
<u>PE.1.R.6.2:</u>	Identify feelings resulting from participation in physical activity.
<u>PE.1.R.6.3:</u>	Identify the benefits of learning new movement skills.
<u>SC.1.P.12.1:</u>	Demonstrate and describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow.
<u>TH 1 O 1 1:</u>	Demonstrate how the parts of the story go together by acting out

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	a story with a beginning, middle, and end.
<u>TH.1.S.1.1:</u>	Exhibit appropriate audience etiquette and response.
<u>TH.1.S.3.1:</u>	Use simple acting techniques to portray a person, place, action, or thing. Remarks/Examples e.g., pantomime, voice



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Course: Dance - Grade 2- 5003030

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/3932>

BASIC INFORMATION

Course Number:	5003030
Grade Levels:	2
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Dance, General, Dance - Grade 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Dance SubSubject: General
Course Title:	Dance - Grade 2
Course Abbreviated Title:	DANCE – GRADE 2
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	Second-grade students in dance class establish use of the body through structured and unstructured movement, exploring the elements of dance through a variety of techniques, forms, and dance traditions. As they create, interpret, and replicate steps, movement patterns, shapes, rhythms, and dances inspired by a variety of stories, music, ideas, cultures, images, and technologies, students stretch their imaginations, strengthen

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	their bodies, and learn to make choices in a risk-free environment. Instruction fosters skills and knowledge that enable students to respond to dance in ways that facilitate creativity with artistic expression, self-discipline, and a connection to other content areas and cultures.
General Notes:	Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

STANDARDS (37)

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

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

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

- LAFS.2.SL.1.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

<u>DA.2.C.1.1:</u>	Explain, using accurate dance terminology, how teacher-specified elements of dance are used in a phrase or dance piece. Remarks/Examples e.g., body, effort/energy, space, time, groups, solos, names of steps
<u>DA.2.C.1.2:</u>	Demonstrate listening, observing, and following skills while learning dance movements; and perform them with the teacher and alone.
<u>DA.2.C.1.3:</u>	Express the meaning or feeling of a dance piece creatively, using

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	pictures, symbols, and/or words.
<u>DA.2.C.2.1:</u>	Decide which of two movements will express a desired result.
<u>DA.2.C.3.1:</u>	Share personal opinions about a dance piece, using a mix of accurate dance and non-dance terminology.
<u>DA.2.F.1.1:</u>	Create dances that interpret animals and storybook or other imagined characters.
<u>DA.2.F.3.1:</u>	Follow directions given by the teacher or peers, and work successfully in small-group, cooperative settings.
<u>DA.2.H.1.1:</u>	Perform a variety of dances to explore their origins, cultures, and themes.
<u>DA.2.H.3.1:</u>	Create a dance phrase using numbers, shapes, and patterns.
<u>DA.2.H.3.2:</u>	Describe connections between creating in dance and creating in other content areas.
<u>DA.2.O.1.1:</u>	Identify the elements of dance in planned and improvised dance pieces to show early awareness of structure. Remarks/Examples e.g., body, action, space, time, energy, relationships
<u>DA.2.O.1.2:</u>	Identify and practice specified procedures and etiquette in dance class and at performances.
<u>DA.2.O.2.1:</u>	Change the feeling, meaning, or look of a movement phrase by altering the elements of dance. Remarks/Examples e.g., tempo, direction, level, quality of movement
<u>DA.2.O.3.1:</u>	Use movement to interpret feelings, stories, pictures, and songs.
<u>DA.2.O.3.2:</u>	Describe a dancer or dance piece using words, pictures, or movements.
<u>DA.2.S.1.1:</u>	Demonstrate basic movement through kinesthetic exploration. Remarks/Examples e.g., stretch, collapse, sustain

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<u>DA.2.S.1.2:</u>	Explore dance sequences by creating and imitating images that move through space.
<u>DA.2.S.1.3:</u>	Follow body-part initiation through space to increase kinesthetic awareness.
<u>DA.2.S.2.1:</u>	Demonstrate focus and concentration while listening to instructions and observing others' movement.
<u>DA.2.S.2.2:</u>	Demonstrate simple dance sequences to show memorization and presentation skills.
<u>DA.2.S.2.3:</u>	Follow and repeat movement on opposite sides of the body.
<u>DA.2.S.3.1:</u>	Replicate basic positions with clear body lines and correct alignment.
	Remarks/Examples
	e.g., lengthened torso, stretched legs, curved arms
<u>DA.2.S.3.2:</u>	Perform bending and reaching exercises to increase strength, stamina, flexibility, and range of motion.
	Remarks/Examples
	e.g., feet/arms, cambre, side stretch, deep lunge, exercises of bend/reach
<u>DA.2.S.3.3:</u>	Repeat given movements to show coordination between body parts.
	Remarks/Examples
	e.g., skipping with arm movements, skips with turns, spotting head
<u>DA.2.S.3.4:</u>	Maintain a demonstrated rhythm in time to musical accompaniment.
<u>DA.2.S.3.5:</u>	Maintain balance in basic positions and in shifting weight through pli�e.
<u>HE.2.C.2.4:</u>	Explain the ways that rules make the classroom, school, and community safer.
	Remarks/Examples

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	Walking not running, waiting your turn, and following traffic laws.
<u>LAFS.2.RL.1.2:</u>	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
<u>LAFS.2.SL.1.2:</u>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<u>LAFS.2.SL.1.3:</u>	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
<u>PE.2.C.2.2:</u>	Identify safety rules and procedures for selected physical activities. Remarks/Examples An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.
<u>PE.2.C.2.8:</u>	Explain the importance of warm-up and cool-down activities. Remarks/Examples An example of the importance for warm-up activities is the prevention of injuries.
<u>PE.2.R.6.2:</u>	Discuss the relationship between skill competence and enjoyment.
<u>PE.2.R.6.3:</u>	Identify ways to contribute as a member of a cooperative group.
<u>TH.2.F.1.1:</u>	Create and sustain a character inspired by a class reading or activity.
<u>VA.2.H.1.2:</u>	Distinguish between appropriate and inappropriate audience behavior.
<u>VA.2.S.1.3:</u>	Explore art from different time periods and cultures as sources for inspiration.

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Course: Dance – Intermediate 1- 5003040

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3936>

BASIC INFORMATION

Course Number:	5003040
Grade Levels:	K,1,2,3,4,5
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Dance, General, Dance – Intermediate 1, Dance – INTERM 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Dance SubSubject: General
Course Title:	Dance – Intermediate 1
Course Abbreviated Title:	Dance – INTERM 1
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	Third-grade* students in dance class apply knowledge of the basic elements and principles of dance through improvisation and structured practice of locomotor and non-locomotor patterns, steps, positions, and actions of the body requiring strength, coordination, and flexibility. The creative process facilitates aesthetic and affective progression, as well as an awareness of

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	historical perspectives and contemporary ideas in the arts that enable students to identify connections between skills required in dance and skills required in other content areas.
General Notes:	<p>* Intermediate Dance 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the upper elementary grades. Dance teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence. Examples: • A 3rd grade class that has taken Dance previously should be enrolled in Intermediate Dance 1 and progress through the series in subsequent grades. • 4th graders beginning formal instruction in Dance for the first time may be enrolled, as a class, in Intermediate Dance 1, and must then progress to Intermediate Dance 2 in the following year.</p> <p>Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.</p>

STANDARDS (43)

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

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

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

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

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

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


<u>DA.3.C.1.1:</u>	Identify one or more elements and, using accurate dance terminology, discuss how they are used to shape a piece into a dance.
<u>DA.3.C.1.2:</u>	Learn movement quickly and accurately through application of learning strategies. Remarks/Examples e.g., associate words and mental images, create a narrative
<u>DA.3.C.1.3:</u>	Identify and demonstrate changes made in various elements of a movement piece.
<u>DA.3.C.2.1:</u>	Apply knowledge of basic elements of dance to identify examples in a dance piece.
<u>DA.3.C.2.2:</u>	Share and apply feedback to improve the quality of dance movement.
<u>DA.3.C.3.1:</u>	Examine one element of a dance piece and judge how well it expressed or supported the given intent.
<u>DA.3.F.1.1:</u>	Create dance pieces that interpret characters from stories, poems, and other literature sources.
<u>DA.3.F.3.1:</u>	Be on time and prepared for classes, and work successfully in small- and large-group cooperative settings, following directions given by the teacher or peers.
<u>DA.3.H.1.1:</u>	Practice and perform social, cultural, or folk dances, using associated traditional music, to identify commonalities and differences.
<u>DA.3.H.2.1:</u>	Discuss the roles that dance has played in various social, cultural, and folk traditions.
<u>DA.3.H.3.1:</u>	Create and perform a dance, inspired by developmentally appropriate literature, stories, or poems, that has a beginning, middle, and end. Remarks/Examples

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	e.g., language arts: essay-writing
<u>DA.3.H.3.2:</u>	Identify connections between the skills required to learn dance and the skills needed in other learning environments.
<u>DA.3.O.1.1:</u>	Relate how the elements of dance are applied in classwork to how they are used in dance pieces. Remarks/Examples e.g., body, action, space, time, energy, relationships
<u>DA.3.O.1.2:</u>	Identify the procedures and structures common to dance classes.
<u>DA.3.O.2.1:</u>	Select an element to change within a phrase and discuss the results.
<u>DA.3.O.3.1:</u>	Translate words, pictures, or movements into dance to express ideas or feelings.
<u>DA.3.O.3.2:</u>	Use accurate dance terminology to respond to and communicate about dance.
<u>DA.3.O.3.3:</u>	Share, using accurate dance terminology, ways in which dance communicates its meaning to the audience. Remarks/Examples e.g., pantomime, gestures
<u>DA.3.S.1.1:</u>	Create movement to express feelings, images, and stories.
<u>DA.3.S.1.2:</u>	Respond to improvisation prompts, as an individual or in a group, to explore new ways to move.
<u>DA.3.S.1.3:</u>	Explore positive and negative space to increase kinesthetic awareness.
<u>DA.3.S.1.4:</u>	Create dance sequences, based on expanded, everyday gestures and/or movements.
<u>DA.3.S.2.1:</u>	Explain why focus and cooperation are important in class and performance.
<u>DA.3.S.2.2:</u>	Learn and repeat movement using observation and listening

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	skills.
<u>DA.3.S.2.3:</u>	Practice simple dance movements on both sides and facing in different directions.
<u>DA.3.S.2.4:</u>	Use learning strategies to remember movement between classes and rehearsals. Remarks/Examples e.g., write down steps and corrections, draw floor patterns, verbalize
<u>DA.3.S.3.1:</u>	Demonstrate appropriate posture with strength in the abdomen and length in the spine.
<u>DA.3.S.3.2:</u>	Perform safe practice exercises for increasing strength, flexibility, and range of motion.
<u>DA.3.S.3.3:</u>	Perform far-reach exercises to demonstrate knowledge of the use of line in movement.
<u>DA.3.S.3.4:</u>	Identify and demonstrate an understanding of the elements of time.
<u>DA.3.S.3.5:</u>	Maintain center line of balance in place, in transfer of weight, and while changing levels.
<u>DA.3.S.3.6:</u>	Execute a movement sequence, in and through space, with a specific expression.
<u>DA.3.S.3.7:</u>	Rehearse movements and dance sequences to develop coordination and agility in muscular groups.
<u>HE.3.C.1.1:</u>	Describe healthy behaviors that affect personal health. Remarks/Examples Covering mouth cough/sneeze, washing hands before eating and after using the bathroom, performing daily physical activity, never using other's hair/toothbrushes, preventing the spread of germs, exercising regularly, avoiding junk food, and avoiding tobacco products.
<u>LAFS.3.L.3.6:</u>	LACC.3.L.3.6 (2013-2014): Acquire and use accurately grade-appropriate conversational, general academic, and domain-

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	<p>specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p> <p>LAFS.3.L.3.6 (2014-2015): Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>
<u>LAFS.3.SL.1.2:</u>	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<u>LAFS.3.SL.1.3:</u>	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
<u>PE.3.C.2.2:</u>	<p>Understand the importance of safety rules and procedures in all physical activities.</p> <p>Remarks/Examples</p> <hr/> <p>An example of a safety procedure is wearing a helmet when riding a bicycle.</p> <hr/>
<u>PE.3.M.1.10:</u>	<p>Perform one dance accurately.</p> <p>Remarks/Examples</p> <hr/> <p>Some examples of dances are square, contra, step and social.</p> <hr/>
<u>PE.3.R.6.1:</u>	List personally challenging physical-activity experiences.
<u>SC.3.P.10.2:</u>	Recognize that energy has the ability to cause motion or create change.
<u>TH.3.C.2.2:</u>	Discuss the meaning of an artistic choice to support development of critical thinking and decision-making skills.
<u>VA.3.H.1.3:</u>	Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.

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RELATED GLOSSARY TERM DEFINITIONS (2)

Energy:	The capacity to do work.
Motion:	The act or process of changing position and/or direction.



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 Amended Standard

Course: Dance – Intermediate 2- 5003050

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/3938>

BASIC INFORMATION

Course Number:	5003050
Grade Levels:	K,1,2,3,4,5
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Dance, General, Dance – Intermediate 2, Dance – INTERM 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Dance SubSubject: General
Course Title:	Dance – Intermediate 2
Course Abbreviated Title:	Dance – INTERM 2
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	Fourth-grade* students develop reflective critical and creative-thinking skills to solve artistic problems in dance, make informed judgments about the significance of dance, and explore why people of various cultures dance. The process provides students with opportunities to perform extended phrases and original and established compositions requiring strength, flexibility, a variety of rhythmical patterns, changes in direction, focus, and

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	concentration. They also learn how to assess themselves and others constructively and respectfully.
General Notes:	<p>* Intermediate Dance 1, 2, and 3 have been designed in two ways: 1) to challenge students <i>on grade level</i> who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the upper elementary grades. Dance teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence. Examples: • A 3rd grade class that has taken Dance previously should be enrolled in Intermediate Dance 1 and progress through the series in subsequent grades. • 4th graders beginning formal instruction in Dance for the first time may be enrolled, as a class, in Intermediate Dance 1, and must then progress to Intermediate Dance 2 in the following year.</p> <p>Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.</p>

STANDARDS (48)

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

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

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

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

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ideas and expressing their own clearly.

<p><u>DA.4.C.1.1:</u></p>	<p>Create a tableau, theme, or main idea in a dance piece to explore the potential of shapes and space. Remarks/Examples e.g., symmetrical, asymmetrical, twisted, curved, rounded, curled, arched, spiraled, angular, flat</p>
<p><u>DA.4.C.1.2:</u></p>	<p>Learn and produce short movement sequences, assisted by the teacher, using observation, imitation, and musical cues.</p>
<p><u>DA.4.C.1.3:</u></p>	<p>Identify points within a dance piece at which mood, character, or meaning change abruptly or evolve.</p>
<p><u>DA.4.C.2.1:</u></p>	<p>Apply knowledge of the basic elements of dance to suggest changes in a movement piece.</p>
<p><u>DA.4.C.2.2:</u></p>	<p>Demonstrate the ability to participate in objective feedback sessions as a means of evaluating one’s own and others’ work.</p>
<p><u>DA.4.C.3.1:</u></p>	<p>Evaluate a dance by examining how effectively two or more elements were used in the piece. Remarks/Examples e.g., body, space, time, energy/dynamics, relationships</p>
<p><u>DA.4.F.1.1:</u></p>	<p>Collaborate with others to create dance pieces that show innovative movement options. Remarks/Examples e.g., elements of weather, magnets, real or imagined multi-part machines, fables and stories from history</p>
<p><u>DA.4.F.2.1:</u></p>	<p>Describe the various roles and responsibilities associated with careers in dance. Remarks/Examples e.g., choreographer, dancer, teacher</p>
<p><u>DA.4.F.3.1:</u></p>	<p>Be on time, prepared, and focused in classes, and share skills and ideas with peers appropriately.</p>

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<u>DA.4.H.1.1:</u>	Perform dances from different cultures, emulating the essential movement characteristics and traditions.
<u>DA.4.H.1.2:</u>	Discuss why people of various ages and cultures dance and how they benefit from doing so.
<u>DA.4.H.2.1:</u>	Identify and examine important figures, historical events, and trends that have helped shape dance.
<u>DA.4.H.3.1:</u>	Create a dance with student-selected components from other content areas and/or personal interests.
<u>DA.4.H.3.2:</u>	Use improvisation and movement studies to explore concepts from other content areas. Remarks/Examples e.g., science, math, reading, history
<u>DA.4.H.3.3:</u>	Describe how dance and music can each be used to interpret and support the other.
<u>DA.4.O.1.1:</u>	Describe how the elements of dance are used in class and in dance pieces. Remarks/Examples e.g., body, action, space, time, energy, relationships
<u>DA.4.O.1.2:</u>	Describe how the procedures and structures in a dance class help create a positive and healthful environment for learning.
<u>DA.4.O.1.3:</u>	Investigate the positions, initiations, and movements within a given step.
<u>DA.4.O.2.1:</u>	Experiment with a dance phrase by using a variety of elements to create a variation on the original work.
<u>DA.4.O.2.2:</u>	Describe how the contributions of one or more selected innovators changed a particular genre or dance form.
<u>DA.4.O.3.1:</u>	Express ideas through movements, steps, and gestures.
<u>DA.4.O.3.2:</u>	Use accurate dance terminology as a means of asking questions, discussing dances, and learning new dance pieces.
<u>DA.4.O.3.3:</u>	Respect varying interpretations of a dance, recognizing that

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	viewer perspectives may be different.
<u>DA.4.S.1.1:</u>	Create movement sequences that are personally meaningful and/or express an idea.
<u>DA.4.S.1.2:</u>	Improvise to music, using choreographic principles, and match tempo, phrasing, style, and emotion.
<u>DA.4.S.1.3:</u>	Use kinesthetic awareness to explore movement in personal space and relative to other dancers.
<u>DA.4.S.1.4:</u>	Change isolations, level, direction, or tempo to explore movement choices.
<u>DA.4.S.2.1:</u>	Display attention, cooperation, and focus during class and performance.
<u>DA.4.S.2.2:</u>	Recall and perform movement in short sequences to improve memorization and speed of replication. Remarks/Examples e.g., associate words and mental images, create a narrative
<u>DA.4.S.2.3:</u>	Replicate movement sequences on opposite sides of the body or in the opposite direction.
<u>DA.4.S.2.4:</u>	Demonstrate application and memorization of corrections given by the teacher.
<u>DA.4.S.3.1:</u>	Observe and practice appropriate alignment of the torso, arms, and legs in a given dance sequence, using assisted correction, allegory, and/or imagery to support understanding and successful repetition. Remarks/Examples e.g., "spine is like a string of pearls"
<u>DA.4.S.3.2:</u>	Identify weaknesses in personal strength, flexibility, and range of motion, and apply basic, safe practice exercises to address the need.
<u>DA.4.S.3.3:</u>	Practice weight shift and transitions through pli�, �l�vation, piqu�, and chass�.
<u>DA.4.S.3.4:</u>	Replicate timing, rhythm, and accents demonstrated by the

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	teacher and peers.
<u>DA.4.S.3.5:</u>	Maintain center of balance in various positions.
<u>DA.4.S.3.6:</u>	Practice varying expression and intention by moving in dance sequences using direct and indirect space and active and passive energy.
<u>DA.4.S.3.7:</u>	Repeat dance sequences with increasing speed and articulation to develop agility and coordination.
<u>HE.4.C.1.4:</u>	Describe ways to prevent common childhood injuries and health problems. Remarks/Examples Not sharing head gear, getting yearly check-ups, washing hands before eating and after using bathroom, following pedestrian/vehicle/bicycle safety rules, and brushing/flossing teeth to prevent dental cavities.
<u>LAFS.4.SL.1.2:</u>	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<u>LAFS.4.SL.1.3:</u>	Identify the reasons and evidence a speaker provides to support particular points.
<u>LAFS.4.W.3.7:</u>	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
<u>PE.4.C.2.2:</u>	Understand the importance of safety rules and procedures in all physical activities, especially those that are high risk. Remarks/Examples An example of a safety procedure is having students stand a safe distance away from a student swinging a golf club during striking activities.
<u>PE.4.M.1.10:</u>	Perform two or more dances accurately. Remarks/Examples Some examples of dances are line, square, contra, folk, step and social.

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<u>PE.4.R.6.1:</u>	Discuss how physical activity can be a positive opportunity for social and group interaction.
<u>TH.4.C.2.1:</u>	Provide a verbal critique to help strengthen a peer's performance.
<u>TH.4.C.2.2:</u>	Reflect on the strengths and needs of one's own performance.
<u>TH.4.S.1.1:</u>	Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.



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Course: Dance – Intermediate 3- 5003060

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3940>

BASIC INFORMATION

Course Number:	5003060
Grade Levels:	K,1,2,3,4,5
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Dance, General, Dance – Intermediate 3, Dance – INTERM 3
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Dance SubSubject: General
Course Title:	Dance – Intermediate 3
Course Abbreviated Title:	Dance – INTERM 3
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	Fifth-grade* students learn to classify, create, and replicate extended dance phrases and original and established compositions requiring concentration, strength, agility, creative risk-taking, use of technology, and knowledge of cultural tradition in at least two dance forms to cultivate a personal definition of and appreciation for dance. They develop reflective critical and creative-thinking skills to solve artistic problems in dance, make

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	<p>informed judgments about the significance of dance in various cultures, and learn how to critique dance performance constructively and with respect based on established and student-created criteria.</p>
<p>General Notes:</p>	<p>* Intermediate Dance 1, 2, and 3 have been designed in two ways: 1) to challenge students <i>on grade level</i> who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the upper elementary grades. Dance teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence. Examples: • A 3rd grade class that has taken Dance previously should be enrolled in Intermediate Dance 1 and progress through the series in subsequent grades. • 4th graders beginning formal instruction in Dance for the first time may be enrolled, as a class, in Intermediate Dance 1, and must then progress to Intermediate Dance 2 in the following year.</p> <p>Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.</p>

STANDARDS (53)

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

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

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

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

<u>DA.5.C.1.1:</u>	Identify and discuss, using background knowledge of structure and personal experience, concepts and themes in dance pieces.
<u>DA.5.C.1.2:</u>	Learn and produce movement sequences, assisted by the teacher, with speed and accuracy. Remarks/Examples e.g., observe, imitate, apply musical cues
<u>DA.5.C.1.3:</u>	Demonstrate the use of time, space, effort, and energy to express feelings and ideas through movement.
<u>DA.5.C.2.1:</u>	Visualize and experiment with a variety of potential solutions to a given dance problem and explore the effects of each option.
<u>DA.5.C.2.2:</u>	Demonstrate the ability to share objective, positive feedback and constructive criticism, and apply suggested changes with the guidance of others.
<u>DA.5.C.3.1:</u>	Critique a dance piece using established criteria. Remarks/Examples e.g., provide positive feedback in a safe environment, use a rubric
<u>DA.5.F.1.1:</u>	Evaluate the effectiveness of combining other works of art with specified works of dance. Remarks/Examples e.g., music, literature, information media
<u>DA.5.F.1.2:</u>	Evaluate the impact of technology on a specified work of dance. Remarks/Examples e.g., video, projections
<u>DA.5.F.1.3:</u>	Incorporate creative risk-taking when improvising or developing a dance phrase.
<u>DA.5.F.2.1:</u>	Identify dance and dance-related businesses in the community

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	and describe their impact. Remarks/Examples e.g., public service, cross-cultural connections, economic impact, enrichment
<u>DA.5.F.3.1:</u>	Show leadership by sharing ideas or by demonstrating or teaching skills to others.
<u>DA.5.H.1.1:</u>	Share and perform dances from diverse cultural or historical backgrounds and describe their significance within their original context.
<u>DA.5.H.1.2:</u>	Describe the dances, music, and authentic costumes from specified world cultures.
<u>DA.5.H.2.1:</u>	Describe historical developments and the continuing evolution of various dance forms.
<u>DA.5.H.2.2:</u>	Classify a dance performance or repertoire piece by origin, genre, or period. Remarks/Examples e.g., African, Asian, Indian, ballet, folk, modern, tap
<u>DA.5.H.3.1:</u>	Create a dance, inspired by another art form, which shows one or more connections between the two disciplines. Remarks/Examples e.g., music, theatre, visual art
<u>DA.5.H.3.2:</u>	Demonstrate how math and science concepts may be used in dance. Remarks/Examples e.g., spacial relationships, groupings, symmetry, patterns, cycles, angles, reflections, rotations
<u>DA.5.H.3.3:</u>	Describe how the self-discipline required in dance training can be applied to other areas of study.
<u>DA.5.H.3.4:</u>	Perform a movement study based on a personal interpretation of a work of art.

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<u>DA.5.H.3.5:</u>	Identify the use of world languages in various dance genres.
<u>DA.5.O.1.1:</u>	Analyze individual elements of a choreographic work to determine how they comprise the structure of a dance piece.
<u>DA.5.O.1.2:</u>	Review and apply the procedures and structures of class and performance to gain respect for their purposes and the traditions of the discipline.
<u>DA.5.O.1.3:</u>	Identify and explain the positions and movements within a given step or combination.
<u>DA.5.O.2.1:</u>	Make one or more revisions to a given dance phrase and explain how the meaning or feeling was altered.
<u>DA.5.O.2.2:</u>	Identify ways in which dance innovators contributed to new directions in the art form.
<u>DA.5.O.3.1:</u>	Practice movements, steps, pantomime, and gestures as a means of communicating ideas or intent without using words.
<u>DA.5.O.3.2:</u>	Use accurate dance terminology as a means of identifying, communicating, and documenting movement vocabulary.
<u>DA.5.O.3.3:</u>	Use accurate dance terminology and/or movement vocabulary to respond to movement based on personal ideas, values, or point of view.
<u>DA.5.S.1.1:</u>	Apply choreographic principles to create dance steps or sequences.
<u>DA.5.S.1.2:</u>	Demonstrate dynamic changes in response to one or more sources. Remarks/Examples e.g., music, drum beat, poetry
<u>DA.5.S.1.3:</u>	Manipulate given elements of a phrase to produce variations and expand movement choices.
<u>DA.5.S.1.4:</u>	Use kinesthetic awareness to respond to shared movement with one or more dancers. Remarks/Examples e.g., counter-balance, mirroring, unison

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<u>DA.5.S.2.1:</u>	Demonstrate the ability to focus and maintain presence during dance classes and performances.
<u>DA.5.S.2.2:</u>	Practice purposefully, over time, to improve technique and performance in a choreographed piece.
<u>DA.5.S.2.3:</u>	Follow and repeat movement on the opposite side of the body or in reverse order.
<u>DA.5.S.2.4:</u>	Adapt and apply ensemble corrections to personal work.
<u>DA.5.S.3.1:</u>	Demonstrate basic posture, engage abdominal muscles, lengthen the spine, and show awareness of shoulder-to-hip line.
<u>DA.5.S.3.2:</u>	Increase strength, flexibility, and range of motion in the joints based on an awareness of safe practices and knowledge of basic anatomy and physiology.
<u>DA.5.S.3.3:</u>	Practice shifting weight from one leg to another using space and various levels and shapes.
<u>DA.5.S.3.4:</u>	Perform a phrase that uses complex changes in rhythms and meters. Remarks/Examples e.g., 2/4 to 3/4, 3/4 to 6/8
<u>DA.5.S.3.5:</u>	Apply understanding of support, weight placement, and center of gravity to attain balance.
<u>DA.5.S.3.6:</u>	Change the expression or intention of a given dance sequence by applying two contrasting dynamic elements.
<u>DA.5.S.3.7:</u>	Dissect dance sequences to understand how movement is initiated, articulated, and practiced, and to develop agility and coordination.
<u>DA.5.S.3.8:</u>	Explore the use of sagittal, vertical, and horizontal line.
<u>HE.5.C.1.4:</u>	Compare ways to prevent common childhood injuries and health problems. Remarks/Examples Wearing appropriate restraints, avoiding food with no nutritional value, and pursuing yearly health check-ups.

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<u>LAFS.5.L.2.3:</u>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.</p>
<u>LAFS.5.SL.1.2:</u>	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<u>LAFS.5.SL.1.3:</u>	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
<u>LAFS.5.W.3.7:</u>	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
<u>PE.5.M.1.10:</u>	<p>Perform a variety of dances accurately.</p> <p>Remarks/Examples</p> <p>Some examples of dances are line, square, contra, folk, step and social.</p>
<u>PE.5.R.6.1:</u>	Describe how participation in physical activity is a source of self-expression and meaning.
<u>TH.5.H.1.2:</u>	Participate in a performance to explore and celebrate a variety of human experiences.
<u>TH.5.S.3.1:</u>	<p>Create and sustain imagined characters and relationships, using basic acting skills, to tell an original story based on historical, literary, or everyday situations.</p> <p>Remarks/Examples</p> <p>e.g., breath control, diction, concentration, control of isolated body parts</p>

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Course: Theatre - Grade Kindergarten-5010200

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4651>

BASIC INFORMATION

Course Number:	5010200
Grade Levels:	K
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Drama - Theatre Arts, Arts, Theatre, General, Theatre - Grade Kindergarten, Theatre - Grade K
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades PreK to 5 Education Courses</p> <p>Subject: Drama - Theatre Arts</p> <p>SubSubject: General</p>
Course Title:	Theatre - Grade Kindergarten
Course Abbreviated Title:	Theatre - Grade K
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	Kindergarten students in theatre class explore their world through use of imagination and creative dramatics. In a very non-threatening setting, students role-play and re-tell stories based on class experiences with high-quality children’s literature, while

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	<p>learning the fundamentals of structured storytelling in terms of sequenced events and a sense of beginning, middle, and end. Kindergarten students develop language skills together and extend their vocabulary significantly as they explore characterization. As children begin to gain more command over their intellectual and physical abilities, they explore their senses, the five Ws (who, what, when, where, and why) and other concepts through pantomime, using physicalization as a means of expression, and learn to distinguish between “real” and “pretend.” During dramatic play, Kindergarteners also develop life skills that help them function in and as a group, such as listening while others speak, responding, taking turns, and problem-solving.</p>
<p>General Notes:</p>	<p>All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p>Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.</p>

STANDARDS (27)

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

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

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

- LAFS.K.SL.1.1: Participate in collaborative conversations with diverse partners about *kindergarten topics* and texts with peers and adults in small and larger groups.

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<u>DA.K.S.1.1:</u>	Discover movement through exploration, creativity, and imitation. Remarks/Examples e.g., use of space, tempo, level, direction
<u>HE.K.B.5.3:</u>	Recognize the consequences of not following rules/practices when making healthy and safe decisions. Remarks/Examples Injury to self and/or others.
<u>LAFS.K.RL.1.2:</u>	With prompting and support, retell familiar stories, including key details.
<u>LAFS.K.RL.4.10:</u>	Actively engage in group reading activities with purpose and understanding.
<u>LAFS.K.SL.1.2:</u>	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
<u>LAFS.K.SL.1.3:</u>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<u>MU.K.C.1.4:</u>	Identify singing, speaking, and whispering voices.
<u>MU.K.C.2.1:</u>	Identify similarities and/or differences in a performance.
<u>PE.K.R.6.3:</u>	Identify the benefits of continuing to participate when not successful on the first try.
<u>TH.K.C.1.1:</u>	Create a story about an everyday event involving family members and/or pets using body movements, sounds, and imagination.
<u>TH.K.C.2.1:</u>	Respond to a performance and share personal preferences about parts of the performance.
<u>TH.K.C.3.1:</u>	Recognize that individuals may like different things about a selected story or play.
<u>TH.K.C.3.2:</u>	Share reactions to a live theatre performance. Remarks/Examples

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	e.g., formal or informal in classroom
<u>TH.K.F.1.1:</u>	Pretend to be an animal by imitating its movements and sounds. Remarks/Examples e.g., walking, eating, hunting, growling, grunting, roaring
<u>TH.K.F.3.1:</u>	Exhibit age-appropriate dramatic play behaviors. Remarks/Examples e.g., using imagination, leading and following, following directions
<u>TH.K.H.2.1:</u>	Identify how the elements of place and time can change a story.
<u>TH.K.H.3.1:</u>	Describe feelings related to watching a play. Remarks/Examples e.g., happy, sad, surprised, scared
<u>TH.K.O.1.1:</u>	Share opinions about a story with classmates.
<u>TH.K.O.2.1:</u>	Draw a picture of a favorite scene from a play. Remarks/Examples e.g., character, costume, set piece
<u>TH.K.O.3.1:</u>	Compare a story that is read to one that is acted out.
<u>TH.K.S.1.1:</u>	Demonstrate appropriate audience behavior at a live performance. Remarks/Examples e.g., listen quietly, applaud
<u>TH.K.S.1.2:</u>	Describe play-acting, pretending, and real life.
<u>TH.K.S.1.3:</u>	Describe personal preferences related to a performance.
<u>TH.K.S.2.1:</u>	Pretend to be a character from a given story.
<u>TH.K.S.3.1:</u>	Use imagination to show a person at work, using the body and

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	voice to communicate ideas.
<u>TH.K.S.3.2:</u>	Describe the concept of beginning, middle, and ending in stories using dramatic play.
<u>TH.K.S.3.3:</u>	Demonstrate use of the stage space using dramatic play.



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Course: Theatre - Grade 1- 5010210

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4658>

BASIC INFORMATION

Course Number:	5010210
Grade Levels:	1
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Drama - Theatre Arts, Arts, Theatre, General, Theatre - Grade 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Drama - Theatre Arts SubSubject: General
Course Title:	Theatre - Grade 1
Course Abbreviated Title:	Theatre - Grade 1
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	First-grade students in theatre class explore their expanding world through use of imagination and creative dramatics. In a very non-threatening setting, students role-play and re-tell stories based on class experiences with high-quality children's literature, while learning about structured storytelling in terms of plot, sequenced events, and a sense of beginning, middle, and end. First graders develop language skills together and extend

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	<p>their vocabulary significantly as they share opinions and aesthetic responses, discuss rudimentary character development and complete open-ended stories as a means of strengthening and celebrating their creativity and learning to solve challenges. As children continue to gain command over their intellectual and physical abilities and explore their senses and the five Ws (who, what, when, where, and why), they advance their literacy skills, particularly fluency, by reading and rehearsing their own lines and stories. Students use simple acting techniques to portray a person, place, action, or thing and pantomime becomes more detailed. During dramatic play, first graders also develop life skills that help them function in and as a group, such as listening while others speak, responding, taking turns, and problem-solving.</p>
<p>General Notes:</p>	<p>All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p>Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.</p>

STANDARDS (30)

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

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

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

- LAFS.1.SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

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<u>DA.1.S.1.2:</u>	Explore how body parts move by using imitation and imagery. Remarks/Examples e.g., elbow circles: turn a crank; flex/point: gas peddle
<u>HE.1.B.5.3:</u>	Explain the consequences of not following rules/practices when making healthy and safe decisions. Remarks/Examples Tooth decay and environmental damage.
<u>LAFS.1.RI.2.4:</u>	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
<u>LAFS.1.RL.1.2:</u>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
<u>LAFS.1.SL.1.2:</u>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<u>LAFS.1.SL.1.3:</u>	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
<u>LAFS.1.W.1.3:</u>	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
<u>PE.1.R.6.3:</u>	Identify the benefits of learning new movement skills.
<u>SC.1.P.12.1:</u>	Demonstrate and describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow.
<u>TH.1.C.1.1:</u>	Create a story and act it out, using a picture of people, animals, or objects as the inspiration.
<u>TH.1.C.1.2:</u>	Draw a picture from a favorite story and share with the class why the scene was important to the story.
<u>TH.1.C.2.1:</u>	Discuss what worked well and what didn't work well after acting out a story.
<u>TH.1.C.2.2:</u>	Identify elements of an effective performance.

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<u>TH.1.C.3.1:</u>	Share opinions about selected plays.
<u>TH.1.F.1.1:</u>	Pretend to be an animal or person living in an imagined place. Remarks/Examples e.g., farm, zoo, jungle, house, circus, city, moon
<u>TH.1.F.3.1:</u>	Describe and discuss how to work together as actors.
<u>TH.1.H.1.1:</u>	Identify characters in stories from various cultures.
<u>TH.1.H.1.2:</u>	Describe how people respond to special events in the community. Remarks/Examples e.g., sporting event, graduation, surprise party, wedding
<u>TH.1.H.2.1:</u>	Re-tell a story, demonstrating respect, from a culture other than one's own.
<u>TH.1.H.3.1:</u>	Identify similarities between plays and stories. Remarks/Examples e.g., characters, settings, costumes
<u>TH.1.O.1.1:</u>	Demonstrate how the parts of the story go together by acting out a story with a beginning, middle, and end.
<u>TH.1.O.2.1:</u>	Describe in words or by drawing a picture, the most exciting part in the story line of a play.
<u>TH.1.O.3.1:</u>	Compare a play to an animated movie that tells the same story.
<u>TH.1.S.1.1:</u>	Exhibit appropriate audience etiquette and response.
<u>TH.1.S.1.2:</u>	Demonstrate the differences between play-acting, pretending, and real life.
<u>TH.1.S.1.3:</u>	Explain personal preferences related to a performance.
<u>TH.1.S.2.1:</u>	Collaborate with others to present scenes from familiar stories.
<u>TH.1.S.3.1:</u>	Use simple acting techniques to portray a person, place, action, or thing. Remarks/Examples e.g., pantomime, voice

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<u>TH.1.S.3.2:</u>	Describe characters and plot development discovered during dramatic play.
<u>TH.1.S.3.3:</u>	Distinguish stage space from audience space to show understanding of the physical relationship between audience and actor in performance.



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Course: Theatre - Grade 2- 5010220

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BASIC INFORMATION

Course Number:	5010220
Grade Levels:	2
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Drama - Theatre Arts, Arts, Theatre, General, Theatre - Grade 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Drama - Theatre Arts SubSubject: General
Course Title:	Theatre - Grade 2
Course Abbreviated Title:	Theatre - Grade 2
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	Second-grade theatre students explore their expanding world through use of imagination and creative dramatics. In a non-threatening setting, students gain confidence and proficiency as they role-play and re-tell stories based on an expanding body of high-quality children's literature from a variety of times and cultures, including fables. As they strengthen their knowledge of structured storytelling and plot, students learn to retain

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	<p>sequential information and transfer that ability to other settings and content areas. Students’ life experiences inform and enrich their ability to explore characters and motivation, and the ability to discern nuance in dramatic play strengthens their ability to do so in print and oral language, as well. Second graders continue to increase their vocabulary through group discussions, writing original lines and simple scripts, and describing their own perceptions of stories and theatre. As students’ cognitive and literacy skills advance, particularly in the areas of vocabulary acquisition and fluency, they portray a person, place, action, or thing with increasing detail and nuance and begin to differentiate theatre from other art forms. As students play, move, and create together, they develop the foundation for important skills such as teamwork, acceptance, respect, critical thinking, and responsibility that will help students be successful in the 21st century.</p>
<p>General Notes:</p>	<p>All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p>Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.</p>

STANDARDS (33)

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

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

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

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LAFS.2.SL.1.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

<u>DA.2.F.3.1:</u>	Follow directions given by the teacher or peers, and work successfully in small-group, cooperative settings.
<u>DA.2.O.3.1:</u>	Use movement to interpret feelings, stories, pictures, and songs.
<u>DA.2.S.2.1:</u>	Demonstrate focus and concentration while listening to instructions and observing others' movement.
<u>HE.2.B.5.3:</u>	Compare the consequences of not following rules/practices when making healthy and safe decisions. Remarks/Examples
	Negative emotions, accidents, injuries, and pollution.
<u>LAFS.2.RL.2.6:</u>	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
<u>LAFS.2.SL.1.2:</u>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<u>LAFS.2.SL.1.3:</u>	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
<u>LAFS.2.W.1.3:</u>	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
<u>PE.2.C.2.2:</u>	Identify safety rules and procedures for selected physical activities. Remarks/Examples
	An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.
<u>PE.2.R.6.2:</u>	Discuss the relationship between skill competence and enjoyment.

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<u>PE.2.R.6.3:</u>	Identify ways to contribute as a member of a cooperative group.
<u>TH.2.C.1.1:</u>	Describe a character in a story and tell why the character is important to the story.
<u>TH.2.C.1.2:</u>	Respond to a play by drawing and/or writing about a favorite aspect of it.
<u>TH.2.C.2.1:</u>	Discuss the purpose of a critique.
<u>TH.2.C.2.2:</u>	Describe how an actor in a play, musical, or film creates a character.
<u>TH.2.C.3.1:</u>	Identify important characteristics to discuss when sharing opinions about theatre.
<u>TH.2.F.1.1:</u>	Create and sustain a character inspired by a class reading or activity.
<u>TH.2.F.2.1:</u>	Identify the jobs people can have in a theater. Remarks/Examples e.g., actor, director, playwright, technician
<u>TH.2.F.3.1:</u>	Identify what was successful about a collaborative theatre activity. Remarks/Examples e.g., take turns, share, be a good listener
<u>TH.2.H.1.2:</u>	Explain how to respond as an audience member in a different way, depending on the style of performance.
<u>TH.2.H.2.1:</u>	Identify universal characters in stories from different cultures.
<u>TH.2.H.3.1:</u>	Create dialogue for characters from a story.
<u>TH.2.O.1.1:</u>	Compare the differences between reading a story and seeing it as a play.
<u>TH.2.O.1.2:</u>	Explain the difference between the stage, backstage, and audience areas.
<u>TH.2.O.2.1:</u>	Re-tell what happened in the beginning, middle, and end of a story after viewing a play.

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<u>TH.2.O.3.1:</u>	Identify theatrical elements and vocabulary found in everyday life. Remarks/Examples e.g., listening, watching, costumes
<u>TH.2.S.1.1:</u>	Exhibit the behavior necessary to establish audience etiquette, response, and constructive criticism.
<u>TH.2.S.1.2:</u>	Compare, explain, and exhibit the differences between play-acting, pretending, and real life.
<u>TH.2.S.1.3:</u>	Explain, using specific examples, why some individuals may or may not like a particular performance.
<u>TH.2.S.2.1:</u>	Collaborate with others to perform a scene and solve challenges.
<u>TH.2.S.3.1:</u>	Create imagined characters, relationships, and environments using basic acting skills. Remarks/Examples e.g., sensory recall, concentration, pantomime, vocal improvisation
<u>TH.2.S.3.2:</u>	Communicate with others the concept of dramatic conflict and resolution in stories using dramatic play.
<u>TH.2.S.3.3:</u>	Create the stage space to communicate character and action in specific locales.



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Course: Theatre – Intermediate 1- 5010230

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4673>

BASIC INFORMATION

Course Number:	5010230
Grade Levels:	K,1,2,3,4,5
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Drama - Theatre Arts, Arts, Theatre, General, Theatre – Intermediate 1, Theatre – Interm 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Drama - Theatre Arts SubSubject: General
Course Title:	Theatre – Intermediate 1
Course Abbreviated Title:	Theatre – Interm 1
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	Third-grade* theatre students strengthen their knowledge of such theatre skills and concepts as storytelling, plot, pantomime, and awareness of the audience-performer relationship through imagination and creative dramatics. High-quality children’s literature, including prose and poetry, continues to provide a strong foundation for development of their theatrical, literacy,

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	<p>and life skills as students begin to learn about history, culture, and the technical elements used to create theatre. Readers' Theatre may be introduced at this level, contributing to students' vocabulary acquisition and reading fluency, and both vocal and physical techniques are instituted as prerequisites for character analysis. Students add to their vocabulary through readings, group discussions, and development of simple scripts. As students play, move, and create together, they continue to develop important skills such as teamwork, acceptance, respect, critical thinking, and responsibility that will help students be successful in the 21st century.</p>
<p>General Notes:</p>	<p>All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p>* Intermediate Theatre 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the intermediate elementary grades. Theatre teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.</p> <p>Examples:</p> <ul style="list-style-type: none"> • A 3rd grade class that may or may not have taken Theatre previously should be enrolled in Intermediate Theatre 1 and progress through the series in subsequent grades. • 4th graders beginning formal instruction in Theatre for the first time may be enrolled, as a class, in Upper Elementary Theatre 1, and must then progress to Intermediate Theatre 2 in the following year. <p>Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.</p>

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STANDARDS (38)

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

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

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

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

LAFS.3.SL.1.1b: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

LAFS.3.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

<u>DA.3.F.3.1:</u>	Be on time and prepared for classes, and work successfully in small- and large-group cooperative settings, following directions given by the teacher or peers.
<u>DA.3.S.1.1:</u>	Create movement to express feelings, images, and stories.
<u>DA.3.S.1.2:</u>	Respond to improvisation prompts, as an individual or in a group, to explore new ways to move.
<u>DA.3.S.1.3:</u>	Explore positive and negative space to increase kinesthetic awareness.
<u>LAFS.3.L.3.5a:</u>	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

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<u>LAFS.3.RF.4.4b:</u>	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
<u>LAFS.3.SL.1.2:</u>	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<u>LAFS.3.SL.1.3:</u>	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
<u>PE.3.C.2.2:</u>	Understand the importance of safety rules and procedures in all physical activities. Remarks/Examples An example of a safety procedure is wearing a helmet when riding a bicycle.
<u>TH.3.C.1.1:</u>	Create an imaginative costume piece or prop out of everyday items found around the classroom or at home and use it as the basis to tell an original story.
<u>TH.3.C.1.2:</u>	Watch a play and describe how the elements of light, costumes, props, and sound influence the mood of the production.
<u>TH.3.C.2.1:</u>	Revise a formal or informal performance after receiving a critique.
<u>TH.3.C.2.2:</u>	Discuss the meaning of an artistic choice to support development of critical thinking and decision-making skills.
<u>TH.3.C.3.1:</u>	Discuss the techniques that help create an effective theatre work.
<u>TH.3.F.1.1:</u>	Create and/or collect appropriate props and costumes and use them to help tell a story.
<u>TH.3.F.1.2:</u>	Arrange classroom furniture to create an environment for a story.
<u>TH.3.F.2.1:</u>	Identify non-theatre professions that require the same skills as are used in theatre.
<u>TH.3.F.3.1:</u>	Participate in a collaborative project to create a theatrical performance and reflect on the experience.
<u>TH.3.H.1.1:</u>	Understand how cultural differences are expressed through character, environment, and theme.

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<u>TH.3.H.1.2:</u>	Interview an adult and create a story from his or her life using any theatrical form. Remarks/Examples e.g., pantomime, monologue, duet, ensemble scene
<u>TH.3.H.2.1:</u>	Identify geographical or cultural origins of stories.
<u>TH.3.H.2.2:</u>	Create and tell a story, fable, or tale.
<u>TH.3.H.3.1:</u>	Identify interpersonal skills that are learned through participation in a play. Remarks/Examples e.g., cooperation, listening, taking turns
<u>TH.3.H.3.2:</u>	Discuss differences between stories that are presented in different modes or time periods. Remarks/Examples e.g., live play, a reading, film
<u>TH.3.H.3.3:</u>	Plan and perform a simple performance based on a theme from another content area.
<u>TH.3.O.1.1:</u>	Describe how an actor creates a character. Remarks/Examples e.g., research, memorization, rehearsal process, warm-up, performance
<u>TH.3.O.1.2:</u>	Discuss why costumes and makeup are used in a play.
<u>TH.3.O.2.1:</u>	Describe what happened in a play, using age-appropriate theatre terminology. Remarks/Examples e.g., plot, character
<u>TH.3.O.2.2:</u>	Collaborate to create a collage to show the emotion(s) of a particular story or play.
<u>TH.3.O.3.1:</u>	Compare the characteristics of theatre to television and movies.

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<u>TH.3.S.1.1:</u>	Demonstrate effective audience etiquette and constructive criticism for a live performance.
<u>TH.3.S.1.2:</u>	Compare a theatrical performance with real life and discuss how theatre makes pretense seem like real life.
<u>TH.3.S.1.3:</u>	Evaluate a performance, using correct theatre terms, and give specific examples to support personal opinions.
<u>TH.3.S.2.1:</u>	Discuss the process and responsibilities in creating a play and then apply them to collaborate and create a simple production.
<u>TH.3.S.3.1:</u>	Create and sustain imagined characters and relationships, using basic acting skills, to tell a simple story. Remarks/Examples
	e.g., breath control, diction, concentration, control of isolated body parts
<u>TH.3.S.3.2:</u>	Use information gained from research to shape the creation of a character. Remarks/Examples
	e.g., print and non-print sources
<u>TH.3.S.3.3:</u>	Describe elements of dramatic performance that produce an emotional response in oneself or an audience.
<u>TH.3.S.3.4:</u>	Describe the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal play productions.

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Course: Theatre – Intermediate 2- 5010240

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4677>

BASIC INFORMATION

Course Number:	5010240
Grade Levels:	K,1,2,3,4,5
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Drama - Theatre Arts, Arts, Theatre, General, Theatre – Intermediate 2, Theatre – Intern 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Drama - Theatre Arts SubSubject: General
Course Title:	Theatre – Intermediate 2
Course Abbreviated Title:	Theatre – Intern 2
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	Fourth-grade* theatre students strengthen their knowledge of theatre skills and concepts through imagination, creative dramatics, and writing their own monologues and short scenes. Also new to theatre at this level are basic stage techniques, ensemble techniques, and the early development of directorial skills through the collaborative process. High-quality

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	<p>children’s literature continues to provide a strong foundation for development of students’ theatrical, literacy, and life skills as students are more formally introduced to production (e.g., lighting, sound, stage management, costuming) and management (e.g., box office, publicity, audience engineering) areas of the physical theater. Improvisational exercises are used to create a sense of harmony and teamwork in the classroom and use of detailed pantomime is accelerated. Students also begin to support characterization through research, rather than imagination alone. The basic elements of acting technique are strengthened through the use of theatre exercises, light scene work, and new theatre vocabulary. The students explore theatre connections to geography, history, and a variety of cultures, particularly as they study, explore, and re-enact historical scenes from Florida history. As students play, move, and create together, they continue to develop important skills such as teamwork, acceptance, respect, critical thinking, and responsibility that will help students be successful in the 21st century.</p>
<p>General Notes:</p>	<p>All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p>* Intermediate Theatre 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the intermediate elementary grades. Theatre teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group’s prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.</p> <p>Examples:</p> <ul style="list-style-type: none"> • A 3rd grade class that may or may not have taken Theatre previously should be enrolled in Intermediate Elementary Theatre 1 and progress through the series in subsequent grades.

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	<ul style="list-style-type: none"> 4th graders beginning formal instruction in Theatre for the first time may be enrolled, as a class, in Upper Elementary Theatre 1, and must then progress to Intermediate Elementary Theatre 2 in the following year. <p>Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.</p>
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STANDARDS (43)

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

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

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

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

LAFS.4.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

<u>DA.4.F.3.1:</u>	Be on time, prepared, and focused in classes, and share skills and ideas with peers appropriately.
<u>DA.4.O.3.1:</u>	Express ideas through movements, steps, and gestures.
<u>DA.4.S.2.1:</u>	Display attention, cooperation, and focus during class and performance.

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<u>LAFS.4.RF.4.4b:</u>	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
<u>LAFS.4.RL.1.2:</u>	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
<u>LAFS.4.RL.1.3:</u>	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
<u>LAFS.4.SL.1.2:</u>	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<u>LAFS.4.SL.1.3:</u>	Identify the reasons and evidence a speaker provides to support particular points.
<u>PE.4.C.2.2:</u>	Understand the importance of safety rules and procedures in all physical activities, especially those that are high risk. Remarks/Examples An example of a safety procedure is having students stand a safe distance away from a student swinging a golf club during striking activities.
<u>SS.4.A.9.1:</u>	Utilize timelines to sequence key events in Florida history.
<u>TH.4.C.1.1:</u>	Devise a story about an age-appropriate issue and explore different endings. Remarks/Examples e.g., strangers, healthy eating habits, bullying
<u>TH.4.C.1.2:</u>	Describe choices made to create an original pantomime based on a fable, folk tale, or fairy tale.
<u>TH.4.C.2.1:</u>	Provide a verbal critique to help strengthen a peer's performance.
<u>TH.4.C.2.2:</u>	Reflect on the strengths and needs of one's own performance.
<u>TH.4.C.2.3:</u>	Describe the choices perceived in a peer's performance or design.
<u>TH.4.C.3.1:</u>	Identify the characteristics of an effective acting performance. Remarks/Examples

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	e.g., Can I be seen? Can I be heard? Can I be understood?
<u>TH.4.C.3.2:</u>	Create an original scene or monologue based on a historical event or person.
<u>TH.4.C.3.3:</u>	Define the elements of a selected scene that create an effective presentation of an event or person.
<u>TH.4.F.1.2:</u>	Create sound and lighting effects to suggest the mood of a story.
<u>TH.4.F.2.1:</u>	Identify the types of jobs related to putting on a theatre production and compare them with other arts-related and non-arts performances or events. Remarks/Examples e.g., concert, dance performance, gallery opening, sports event, public speaker
<u>TH.4.F.3.1:</u>	Identify the leadership qualities of directors, actors, and/or technicians. Remarks/Examples e.g., punctuality, preparedness, dependability, self-discipline, problem-solving
<u>TH.4.H.1.1:</u>	Re-create a famous character from Florida history.
<u>TH.4.H.1.2:</u>	Define how a character might react to a new set of circumstances in a given story.
<u>TH.4.H.1.3:</u>	Identify playwrights whose lives or careers have a connection with Florida. Remarks/Examples e.g., Tennessee Williams, Nilo Cruz, Bruce Rodgers
<u>TH.4.H.2.1:</u>	Discover how the same idea or theme is treated in a variety of cultural and historic periods.
<u>TH.4.H.2.2:</u>	Re-tell stories, fables, and/or tales from cultures that settled in Florida.
<u>TH.4.H.3.1:</u>	Describe how individuals learn about themselves and others

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	through theatre experiences.
<u>TH.4.H.3.2:</u>	Compare a historical play with actual historical events.
<u>TH.4.H.3.3:</u>	Create an original story after listening to music or viewing a work of art.
<u>TH.4.O.1.1:</u>	Describe what a designer and director do to support the actor in creating a performance.
<u>TH.4.O.1.2:</u>	Identify common audience conventions used when viewing a play. Remarks/Examples e.g., curtain open/close, blackout, lights dimming, blinking lights, bell ringing
<u>TH.4.O.2.1:</u>	Write a summary of dramatic events after reading or watching a play.
<u>TH.4.O.2.2:</u>	Create a mask to show a comic or tragic character.
<u>TH.4.O.3.1:</u>	Explain how theatre and its conventions are used to communicate ideas.
<u>TH.4.O.3.2:</u>	Explore how theatre is used to understand different cultures.
<u>TH.4.S.1.1:</u>	Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.
<u>TH.4.S.1.2:</u>	Discuss the concept of "willing suspension of disbelief" used in theatre to help create the illusion of real life in performances.
<u>TH.4.S.1.3:</u>	Use theatre terms to evaluate a live performance and discuss the qualities that directly impacted the audience's response to the production.
<u>TH.4.S.2.1:</u>	Collaborate with others to share responsibilities for a production.
<u>TH.4.S.3.1:</u>	Create and sustain imagined characters and relationships, using basic acting skills, to re-tell a well-known fairy tale, fable, or story. Remarks/Examples e.g., breath control, diction, concentration, control of isolated body parts

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<p><u>TH.4.S.3.2:</u></p>	<p>Use information gained from research to shape acting choices in a simple, historically based scene.</p> <p>Remarks/Examples</p> <p>e.g., print and non-print sources</p>
<p><u>TH.4.S.3.3:</u></p>	<p>Describe elements of dramatic and technical performance that produce an emotional response in oneself or an audience.</p>
<p><u>TH.4.S.3.4:</u></p>	<p>Manipulate the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal play productions to create different environments for a classroom piece.</p>



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Course: Theatre – Intermediate 3- 5010250

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4686>

BASIC INFORMATION

Course Number:	5010250
Grade Levels:	K,1,2,3,4,5
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Drama - Theatre Arts, Arts, Theatre, General, Theatre – Intermediate 3, Theatre – Interm 3
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Drama - Theatre Arts SubSubject: General
Course Title:	Theatre – Intermediate 3
Course Abbreviated Title:	Theatre – Interm 3
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	Fifth-grade* theatre students expand their previously acquired knowledge of theatre skills and concepts through imagination, creative dramatics, writing their own monologues and short scenes, and research with a focus on improving individual performance and acting choices. Students explore theme development, play analysis, and the playwrights' intent to guide

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	<p>acting choices, along with the craft of directing at a more advanced level. High-quality children’s literature continues to provide a strong foundation for development of students’ theatrical, literacy, and life skills as students investigate and complete practical assignments in technical theatre and theatre management for staged productions. The use of improvisation is accelerated, shaping and molding their ability to think quickly and fostering a higher sense of autonomy. Students use research and their acquired theatre knowledge to analyze and develop a character from a play or a story of their choosing to present a monologue as that character. Students learn more intricate detailed of dramatic structure through play analysis and character analysis. As students play, move, and create together, they continue to develop important skills such as teamwork, acceptance, respect, critical thinking, and responsibility that will help students be successful in the 21st century.</p>
<p>General Notes:</p>	<p>All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p>* Intermediate Elementary Theatre 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the intermediate elementary grades. Theatre teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group’s prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.</p> <p>Examples:</p> <ul style="list-style-type: none"> • A 3rd grade class that may or may not have taken Theatre previously should be enrolled in Intermediate Elementary Theatre 1 and progress through the series in subsequent grades. • 4th graders beginning formal instruction in Theatre for the first time may be enrolled, as a class, in Upper Elementary

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Theatre 1, and must then progress to Intermediate Elementary Theatre 2 in the following year.

Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

STANDARDS (44)

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

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

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

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

LAFS.5.L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

LAFS.5.L.2.3b: Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

LAFS.5.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LAFS.5.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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<u>DA.5.O.3.1:</u>	Practice movements, steps, pantomime, and gestures as a means of communicating ideas or intent without using words.
<u>LAFS.5.RF.4.4b:</u>	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
<u>LAFS.5.SL.1.2:</u>	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<u>LAFS.5.SL.1.3:</u>	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
<u>MU.5.F.2.2:</u>	Explain why live performances are important to the career of the artist and the success of performance venues.
<u>TH.5.C.1.1:</u>	Devise an original performance piece based on an age-appropriate theme or social issue relevant to the school climate and explore different solutions and endings. Remarks/Examples e.g., bullying, name-calling, cheating
<u>TH.5.C.1.2:</u>	Create an original pantomime using instrumental music created or found to set the mood.
<u>TH.5.C.2.1:</u>	Change and strengthen one's own performance based on coaching from a director.
<u>TH.5.C.2.2:</u>	Write a self-critique of a performance.
<u>TH.5.C.2.3:</u>	Defend an artistic choice for a theatrical work.
<u>TH.5.C.2.4:</u>	Identify correct vocabulary used in a formal theatre critique.
<u>TH.5.C.3.1:</u>	Discuss alternate performance possibilities of the same character in the same play.
<u>TH.5.C.3.2:</u>	Use a photograph, sculpture, or two-dimensional work of art to inspire creation of an original scene or monologue.
<u>TH.5.C.3.3:</u>	Define the visual elements that must be conveyed dramatically to make a scene effective.
<u>TH.5.F.1.1:</u>	Create a character based on a literary figure and respond to questions, posed by the audience, using information inferred in

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	the story.
<u>TH.5.F.1.2:</u>	Create a new ending for a familiar story.
<u>TH.5.F.1.3:</u>	Take creative risks through improvisation, using sensory skills to explore characters' feelings and environments.
<u>TH.5.F.2.1:</u>	Identify jobs in the community that are associated with or impacted by having a theater in the neighborhood. Remarks/Examples e.g., area restaurants, printers, musicians, fabric stores, paint and hardware suppliers, parking attendants
<u>TH.5.F.3.1:</u>	Examine and discuss the characteristics displayed by directors, actors, and technicians that can be applied to jobs outside the theatre classroom. Remarks/Examples e.g., dedication, working toward mastery, punctuality, preparedness, dependability, self-discipline, problem-solving
<u>TH.5.H.1.1:</u>	Research and describe the context in which a specified playwright wrote a particular dramatic work.
<u>TH.5.H.1.2:</u>	Participate in a performance to explore and celebrate a variety of human experiences.
<u>TH.5.H.2.1:</u>	Recognize theatre works as a reflection of societal beliefs and values.
<u>TH.5.H.2.2:</u>	Identify types of early American theatre. Remarks/Examples e.g., melodrama, musical theatre
<u>TH.5.H.3.1:</u>	Identify symbolism in a play that is found in other art forms. Remarks/Examples e.g., red/anger or high energy, symmetry/order, asymmetry/energy or conflict
<u>TH.5.H.3.2:</u>	Compare theatre to other modes of communication.

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	Remarks/Examples e.g., film, television, concerts, literature, visual art
<u>TH.5.H.3.3:</u>	Demonstrate how the use of movement and sound enhance the telling of a story.
<u>TH.5.H.3.4:</u>	Act out a character learned about in another content area. Remarks/Examples e.g., science, history, literature, physical education, health
<u>TH.5.O.1.1:</u>	Explain an actor's choices in the creation of a character for a scene or play.
<u>TH.5.O.1.2:</u>	Make a list of the types of props that might be found in a play.
<u>TH.5.O.1.3:</u>	Evaluate how an actor or designer's choices about a character affect the audience's understanding of a play.
<u>TH.5.O.2.1:</u>	Create a story board of the major events in a play.
<u>TH.5.O.2.2:</u>	Make a list of types of props that might be found in a play.
<u>TH.5.O.2.3:</u>	Predict the ending of a play or performance.
<u>TH.5.O.2.4:</u>	Collaborate with others to develop and refine original scripts, and justify writing choices.
<u>TH.5.O.3.1:</u>	Describe a variety of theatrical methods and/or conventions that a group of individuals can use to communicate with audiences.
<u>TH.5.O.3.2:</u>	Explore how theatre can communicate universal truths across the boundaries of culture and language.
<u>TH.5.S.1.1:</u>	Describe the difference in responsibilities between being an audience member at live or recorded performances.
<u>TH.5.S.1.2:</u>	Weigh the use of "fourth wall" and "willing suspension of disbelief" in effectively creating the illusion of real life in specified theatre performances.
<u>TH.5.S.1.3:</u>	Evaluate a performance, using theatre terminology, and articulate emotional responses to the whole and parts of dramatic performances.

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<u>TH.5.S.2.1:</u>	Collaborate with others to create productions and solve challenges.
<u>TH.5.S.3.1:</u>	<p>Create and sustain imagined characters and relationships, using basic acting skills, to tell an original story based on historical, literary, or everyday situations.</p> <p>Remarks/Examples</p> <p>e.g., breath control, diction, concentration, control of isolated body parts</p>
<u>TH.5.S.3.2:</u>	<p>Use information gained from research to shape acting choices in the re-telling of a favorite scene from a well-known literary piece.</p> <p>Remarks/Examples</p> <p>e.g., print and non-print sources</p>
<u>TH.5.S.3.3:</u>	Use elements of dramatic and technical performance designed to produce an emotional response in an audience.
<u>TH.5.S.3.4:</u>	Manipulate, based on research, the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal play productions to create an environment.



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Course: Health - Grade Kindergarten-5008020

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4694>

BASIC INFORMATION

Course Number:	5008020
Grade Levels:	K
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Health Education, General, Health, Health - Grade Kindergarten, Health-K, Grade Kindergarten
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades PreK to 5 Education Courses</p> <p>Subject: Health Education</p> <p>SubSubject: General</p>
Course Title:	Health - Grade Kindergarten
Course Abbreviated Title:	Health-K
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
General Notes:	<p>The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices with the overall goal of improving quality of life.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> • Core Concepts (health promotion, eating habits, following rules, body parts and hygiene) • Accessing Information (friends, doctor, nurses, hospitals, clinics, basic first aid, rules, emergency drills, and reliable resources)

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	<ul style="list-style-type: none"> • Internal and External Influences (trusted adults and warning labels) • Interpersonal Communication (verbal and non-verbal, following rules, trusted adults and refusal skills) • Decision Making (positive or negative health enhancing influences, healthy options and safety practices) • Self Management (safety and precautions) • Advocacy (personal hygiene and following rules) <p>Instructional Practices</p> <p>Teaching from a well-written, grade-level textbook enhances students content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence).
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STANDARDS (27)

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

<u>HE.K.B.3.1:</u>	<p>Recognize warning labels and signs on hazardous products and places.</p> <p>Remarks/Examples</p> <p>Poison symbol, universal symbol for "no," and crosswalk signals.</p>
<u>HE.K.B.3.2:</u>	<p>Recognize school and community health helpers.</p> <p>Remarks/Examples</p> <p>Fire, police, medical, and school personnel.</p>
<u>HE.K.B.4.1:</u>	<p>Recognize healthy ways to express needs, wants, and feelings.</p>

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	<p>Remarks/Examples</p> <p>How to share objects and time, how to be an effective family member, and how to use manners.</p>
HE.K.B.4.2:	<p>Demonstrate listening skills to enhance health.</p> <p>Remarks/Examples</p> <p>Using manners, asking questions, and looking at the speaker.</p>
HE.K.B.4.3:	<p>Identify the appropriate responses to unwanted and threatening situations.</p> <p>Remarks/Examples</p> <p>Tell a trusted adult, police officer, and/or parent; seek safety and run for help.</p>
HE.K.B.5.1:	<p>Name situations when a health-related decision can be made individually or when assistance is needed.</p> <p>Remarks/Examples</p> <p>Recreational water activities. Some examples of individual decisions may be participating safely in aquatic activities, following school rules, getting dressed, choosing appropriate clothes, and practicing good hygiene.</p>
HE.K.B.5.2:	<p>Recognize healthy options to health-related issues or problems.</p> <p>Remarks/Examples</p> <p>Visit the doctor, obey safety rules, and practice emergency preparedness.</p>
HE.K.B.5.3:	<p>Recognize the consequences of not following rules/practices when making healthy and safe decisions.</p> <p>Remarks/Examples</p> <p>Injury to self and/or others.</p>
HE.K.C.1.1:	<p>Recognize healthy behaviors.</p> <p>Remarks/Examples</p> <p>Brushing teeth, adequate sleep, and cover mouth for cough and sneeze.</p>
HE.K.C.1.2:	<p>Recognize the physical dimensions of health.</p> <p>Remarks/Examples</p> <p>Hygiene, exercise, eating habits, and cooperation.</p>

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<u>HE.K.C.1.3:</u>	<p>Recognize ways to prevent common communicable diseases.</p> <p>Remarks/Examples</p> <p>Washing hands, covering mouth to cough and sneeze, and flushing toilets.</p>
<u>HE.K.C.1.4:</u>	<p>Recognize ways to prevent childhood injuries in the home, school, and community settings.</p> <p>Remarks/Examples</p> <p>Wearing a helmet, wearing flotation devices, demonstrating playground safety, using age- appropriate child restraints, and identifying poisons and other harmful substances.</p>
<u>HE.K.C.1.5:</u>	<p>Recognize there are body parts inside and outside of the body.</p> <p>Remarks/Examples</p> <p>Brain, muscles, and skin.</p>
<u>HE.K.C.2.1:</u>	<p>Name healthy behaviors that family members should practice.</p> <p>Remarks/Examples</p> <p>Brushing teeth, staying home when sick, receiving immunizations, sharing family meals, and practicing respectful communication.</p>
<u>HE.K.C.2.2:</u>	<p>Recognize the characteristics of a friend.</p> <p>Remarks/Examples</p> <p>Honest, caring, and wants to spend time with you.</p>
<u>HE.K.C.2.3:</u>	<p>Identify members of the school and community who support personal-health practices and behaviors.</p> <p>Remarks/Examples</p> <p>Teachers, counselors, nurses, doctors, fire fighters, police, and Paramedics/EMTs.</p>
<u>HE.K.C.2.4:</u>	<p>Explain the importance of rules to maintain health.</p> <p>Remarks/Examples</p> <p>Walk don't run, wait your turn, keep your hands and feet to yourself, and play fair.</p>
<u>HE.K.P.7.1:</u>	<p>Identify healthy practices and behaviors to maintain or improve personal health.</p> <p>Remarks/Examples</p>

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	Seek a safe environment, seek help, and practice universal precautions.
<u>HE.K.P.8.1:</u>	Help others to make positive health choices. Remarks/Examples Play outside and wash hands frequently.
<u>LAFS.K.RF.4.4:</u>	Read emergent-reader texts with purpose and understanding.
<u>LAFS.K.RI.1.1:</u>	With prompting and support, ask and answer questions about key details in a text.
<u>LAFS.K.RI.1.3:</u>	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
<u>LAFS.K.SL.1.1:</u>	Participate in collaborative conversations with diverse partners about <i>kindergarten topics</i> and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.
<u>LAFS.K.SL.1.3:</u>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<u>LAFS.K.SL.2.6:</u>	Speak audibly and express thoughts, feelings, and ideas clearly.
<u>LAFS.K.W.1.2:</u>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
<u>LAFS.K.W.3.8:</u>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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Course: Health - Grade 1- 5008030

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4703>

BASIC INFORMATION

Course Number:	5008030
Grade Levels:	1
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Health Education, General, Health, Health - Grade 1
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades PreK to 5 Education Courses</p> <p>Subject: Health Education</p> <p>SubSubject: General</p>
Course Title:	Health - Grade 1
Course Abbreviated Title:	HEALTH - GRADE 1
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
General Notes:	<p>The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices with the overall goal of improving quality of life, as well as identify various health/safety influences, positive or negative, including family, friends, school, community, and media.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> • Core Concepts (health behaviors, disease prevention, body parts following rules and safety) • Accessing Information (family rules, friend behavior, reliable resources and following rules) • Internal and External Influences (warning labels and trusted adults/professionals)

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	<ul style="list-style-type: none"> • Interpersonal Communication (conflict resolution, †verbal and non-verbal, active listening and refusal skills) • Decision Making (positive or negative health enhancing choices, healthy options) • Self Management (reducing risks) • Advocacy (positive promotion, †school and community rules) <p>Special Notes:</p> <p>Instructional Practices</p> <p>Teaching from a well-written, grade-level textbook enhances students content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence).
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STANDARDS (26)

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

<u>HE.1.B.3.1:</u>	<p>Determine the meaning of warning labels and signs on hazardous products and places</p> <p>Remarks/Examples</p> <p>Recognizing warning labels and symbols for poisons, hot stoves, swimming signs, and medications.</p>
<u>HE.1.B.3.2:</u>	<p>Identify trusted adults and professionals who can help promote health.</p> <p>Remarks/Examples</p> <p>Parent, teacher, coach, counselor, and school nurse.</p>

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<u>HE.1.B.4.1:</u>	<p>Identify healthy ways to express needs, wants, and feelings. Remarks/Examples</p> <p>Reporting aggression, reporting bullying and violence to a trusted adult, and learning how to say "no."</p>
<u>HE.1.B.4.2:</u>	<p>Describe good listening skills to enhance health. Remarks/Examples</p> <p>Using positive body language, waiting your turn, focusing on the speaker, and asking questions to understand.</p>
<u>HE.1.B.4.3:</u>	<p>Describe ways to respond when in an unwanted, threatening, or dangerous situation. Remarks/Examples</p> <p>Leave, tell a trusted adult, and say "no."</p>
<u>HE.1.B.5.1:</u>	<p>Describe situations when a health-related decision can be made individually or when assistance is needed. Remarks/Examples</p> <p>Crossing a street, choosing foods, washing hands, and participating in recreational water activities.</p>
<u>HE.1.B.5.2:</u>	<p>Identify healthy options to health-related issues or problems. Remarks/Examples</p> <p>Wearing bike helmet, using age- appropriate restraints, and reporting danger.</p>
<u>HE.1.B.5.3:</u>	<p>Explain the consequences of not following rules/practices when making healthy and safe decisions. Remarks/Examples</p> <p>Tooth decay and environmental damage.</p>
<u>HE.1.C.1.1:</u>	<p>Identify healthy behaviors. Remarks/Examples</p> <p>Eating breakfast, playing safely on the playground, wearing helmet on bike, and participating in moderate to vigorous physical activity.</p>
<u>HE.1.C.1.2:</u>	<p>Recognize the physical and social dimensions of health. Remarks/Examples</p>

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	<p>Making friends, respecting others, understanding empathy, and getting adequate sleep.</p>
<u>HE.1.C.1.3:</u>	<p>Describe ways to prevent common communicable diseases. Remarks/Examples</p> <p>Washing hands, covering mouth to cough and sneeze, get immunized, and do not share food or utensils.</p>
<u>HE.1.C.1.4:</u>	<p>Identify ways to prevent childhood injuries in the home, school, and community settings. Remarks/Examples</p> <p>Water safety, pedestrian safety, bicycle safety, and appropriate child restraints in vehicles.</p>
<u>HE.1.C.1.5:</u>	<p>Identify the correct names of human body parts. Remarks/Examples</p> <p>Stomach, intestines, heart, lungs, skin, muscles, and bones.</p>
<u>HE.1.C.1.6:</u>	<p>Identify health-care providers. Remarks/Examples</p> <p>Doctors, paramedics, and school nurses.</p>
<u>HE.1.C.2.1:</u>	<p>Identify how children learn health behaviors from family and friends. Remarks/Examples</p> <p>Parents/family encouraging physical activities together, parents/family setting a bedtime, parents/family rules about limiting the amount of screen time, and parents/family celebrations, and attending social gatherings/birthday parties.</p>
<u>HE.1.C.2.2:</u>	<p>Explore the ways that a friend would act in a variety of situations. Remarks/Examples</p> <p>Is a good listener, doesn't ask you to do anything that would hurt you, and takes turns and shares.</p>
<u>HE.1.C.2.3:</u>	<p>Identify what the school and community do to support personal-health practices and behaviors. Remarks/Examples</p> <p>Nutrition in school lunches, school and community gardens, fire, weather, and lock-down drills.</p>

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<u>HE.1.C.2.4:</u>	<p>Recognize health consequences for not following rules.</p> <p>Remarks/Examples</p> <p>Injuries, arguments, hurt feelings, and pollution.</p>
<u>HE.1.P.7.1:</u>	<p>Tell about behaviors that avoid or reduce health risks.</p> <p>Remarks/Examples</p> <p>Swimming with a buddy, stopping and thinking, and following playground rules.</p>
<u>HE.1.P.8.1:</u>	<p>Encourage others to make positive health choices.</p> <p>Remarks/Examples</p> <p>Use sunscreen, cross the street at marked areas, and select healthy foods.</p>
<u>LAFS.1.RF.4.4:</u>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<u>LAFS.1.RI.1.1:</u>	<p>Ask and answer questions about key details in a text.</p>
<u>LAFS.1.RI.1.3:</u>	<p>Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>
<u>LAFS.1.SL.1.1:</u>	<p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.
<u>LAFS.1.SL.1.2:</u>	<p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<u>LAFS.1.W.3.8:</u>	<p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a</p>

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Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

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Course: Health - Grade 2- 5008040

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4668>

BASIC INFORMATION

Course Number:	5008040
Grade Levels:	2
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Health Education, General, Health, Health - Grade 2
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades PreK to 5 Education Courses</p> <p>Subject: Health Education</p> <p>SubSubject: General</p>
Course Title:	Health - Grade 2
Course Abbreviated Title:	Health - GRADE 2
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
General Notes:	<p>The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices with the overall goal of improving quality of life, as well as describe personal health and ways that a safe, healthy home environment can promote personal health and prevent injuries.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> • Core Concepts (health promotion, emotions, following rules, body parts and environmental health) • Accessing Information (doctor, nurses, hospitals, clinics, basic first aid, home safety, emergency drills, and reliable resources) • Internal and External Influences (trusted adults and warning labels)

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 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
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	<ul style="list-style-type: none"> • Interpersonal Communication (sharing, conflict resolution, †verbal and non-verbal, following rules and refusal skills) • Decision Making (positive or negative health enhancing influences, healthy options) • Goal Setting (personal health and safety) • Self Management (safety and precautions) • Advocacy (encouraging sharing and following rules) <p>Instructional Practices</p> <p>Teaching from a well-written, grade-level textbook enhances students' content area knowledge † and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages as well as shorter ones when text is † extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence).
<p>Version Requirements:</p>	<p>The following standards and benchmarks focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.</p>

STANDARDS (24)

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

<p>HE.2.B.3.1:</p>	<p>Understand the meaning of warning labels and signs on hazardous products.</p> <p>Remarks/Examples</p> <p>Hazardous-waste sign and medication labels.</p>
<p>HE.2.B.3.2:</p>	<p>Select trusted adults and professionals who can help promote health.</p>

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	<p>Remarks/Examples</p> <p>Family members, educators, and environmentalists.</p>
HE.2.B.4.1:	<p>Demonstrate healthy ways to express needs, wants, feelings, and listening skills to enhance health.</p> <p>Remarks/Examples</p> <p>Sharing feelings, following rules and directions, and waiting your turn to speak.</p>
HE.2.B.4.3:	<p>Demonstrate ways to respond to unwanted, threatening, or dangerous situations.</p> <p>Remarks/Examples</p> <p>Role playing: "How to tell a trusted adult or how to leave a dangerous situation safely."</p>
HE.2.B.5.1:	<p>Differentiate between situations when a health-related decision can be made individually or when assistance is needed.</p> <p>Remarks/Examples</p> <p>When you think your friend is in trouble and food choices.</p>
HE.2.B.5.2:	<p>Name healthy options to health-related issues or problems.</p> <p>Remarks/Examples</p> <p>Safety equipment, peer cooperation, and communication.</p>
HE.2.B.5.3:	<p>Compare the consequences of not following rules/practices when making healthy and safe decisions.</p> <p>Remarks/Examples</p> <p>Negative emotions, accidents, injuries, and pollution.</p>
HE.2.B.6.1:	<p>Establish a short-term personal health goal as a class and take action toward achieving the goal.</p> <p>Remarks/Examples</p> <p>Playground safety and tobacco awareness.</p>
HE.2.B.7.1:	<p>Demonstrate health behaviors to maintain or improve personal health.</p> <p>Remarks/Examples</p> <p>Physical activity, kindness to others, weather safety, and universal precautions.</p>

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<u>HE.2.C.1.1:</u>	<p>Identify that healthy behaviors affect personal health. Remarks/Examples</p> <p>Identifying your emotions and your level of wellness.</p>
<u>HE.2.C.1.2:</u>	<p>Recognize the physical, mental/emotional and social dimensions of health. Remarks/Examples</p> <p>Getting along with others, respecting appropriate personal space, understanding anxiety, and feeling safe.</p>
<u>HE.2.C.1.3:</u>	<p>Describe ways a safe, healthy home environment can promote personal health. Remarks/Examples</p> <p>Secured poisonous products, fire- safety practices, and posted emergency numbers.</p>
<u>HE.2.C.1.4:</u>	<p>Describe ways to prevent childhood injuries in the home, school, and community settings. Remarks/Examples</p> <p>Recognizing abusive behaviors, following bus/playground rules, and never playing with matches.</p>
<u>HE.2.C.1.5:</u>	<p>Recognize the locations and functions of major human organs. Remarks/Examples</p> <p>The functions of the heart, lungs, and muscles.</p>
<u>HE.2.C.1.6:</u>	<p>Determine when it is important to seek health care. Remarks/Examples</p> <p>High fever, toothache, or persistent cough.</p>
<u>HE.2.C.2.1:</u>	<p>Describe how family rules and practices influence health behaviors. Remarks/Examples</p> <p>Consistent/inconsistent home safety rules and modeling of food-sanitation practices at home.</p>
<u>HE.2.C.2.2:</u>	<p>Describe how friends' health practices influence health behaviors of others. Remarks/Examples</p> <p>Telling the truth, treating others with respect, and being tobacco-free.</p>

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<p><u>HE.2.C.2.3:</u></p>	<p>Describe how the school and community influence health behaviors of children. Remarks/Examples</p> <p>Health and safety fairs, school and community gardens, and recycling.</p>
<p><u>HE.2.C.2.4:</u></p>	<p>Explain the ways that rules make the classroom, school, and community safer. Remarks/Examples</p> <p>Walking not running, waiting your turn, and following traffic laws.</p>
<p><u>HE.2.P.8.1:</u></p>	<p>Support peers when making positive health choices. Remarks/Examples</p> <p>Use a buddy system, help others recognize trusted adults as a resource, and encourage others to take turns.</p>
<p><u>LAFS.2.RF.4.4:</u></p>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<p><u>LAFS.2.SL.1.1:</u></p>	<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
<p><u>LAFS.2.SL.1.2:</u></p>	<p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
<p><u>LAFS.2.W.3.8:</u></p>	<p>Recall information from experiences or gather information from provided sources to answer a question.</p>

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Course: Health - Grade 3- 5008050

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4664>

BASIC INFORMATION

Course Number:	5008050
Grade Levels:	3
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Health Education, General, Health, Health - Grade 3
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades PreK to 5 Education Courses</p> <p>Subject: Health Education</p> <p>SubSubject: General</p>
Course Title:	Health - Grade 3
Course Abbreviated Title:	Health - GRADE 3
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
General Notes:	<p>The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices with the overall goal of improving quality of life, as well as describe personal health and ways that a safe, healthy classroom environment can promote personal health and prevent injuries.†</p> <p>The content should include, but not be limited to the following:</p> <ul style="list-style-type: none"> • Core Concepts (health promotion , disease prevention, following rules, body parts) • Accessing Information (doctor, nurses, hospitals, clinics, basic first aid, †germ prevention, emergency drills, community building, reliable resources) • Internal and External Influences (family, peers, teachers, other

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	<p>adults/professionals, media, internet, responsibility, personal space)</p> <ul style="list-style-type: none"> • Interpersonal Communication (conflict resolution, †verbal and non-verbal, active listening and refusal skills) • Decision Making (positive or negative health enhancing influences, healthy options) • Goal Setting (short and long term health targets, †personal health and safety) • Self Management (self enhancing responsible choices, abstaining from drugs, daily hygiene) • Advocacy (positive promotion, †impacting family, peers, school, community, following rules and policies) <p>Instructional Practices</p> <p>Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence).
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STANDARDS (34)

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

HE.3.B.3.1:	<p>Locate resources from home, school, and community that provide valid health information.</p> <p>Remarks/Examples</p> <p>Internet, media, television, radio, brochures, books, professional interviews, hospital, and Department of Health.</p>
HE.3.B.3.2:	<p>Describe criteria for selecting health information, resources, products, and services.</p> <p>Remarks/Examples</p>

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 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
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	Directions on packaging and, consumer safety, television, radio, telephone, and reputable websites.
HE.3.B.3.3:	Describe how the media influences the selection of health information, products, and services. Remarks/Examples Infomercials, cereal boxes, billboards, medicine/over-the-counter medicine ads, and the Centers for Disease Control and Prevention.
HE.3.B.4.1:	Identify effective verbal and nonverbal communication skills to enhance health. Remarks/Examples Listing the effects of facial expressions, body language, verbal cues, sign language, braille, and asking questions seeking further clarification/understanding.
HE.3.B.4.2:	Demonstrate refusal skills that avoid or reduce health risks. Remarks/Examples Making clear statements, expressing feelings, asking for help, and learning how to say "no."
HE.3.B.4.3:	Demonstrate nonviolent strategies to manage or resolve conflict. Remarks/Examples Role playing, age-appropriate skills for conflict resolution, mediation, and assertive-communication skills.
HE.3.B.4.4:	Explain ways to ask for assistance to enhance personal health. Remarks/Examples Group discussions, ask orally, and ask in writing.
HE.3.B.5.1:	Recognize circumstances that can help or hinder healthy decision making. Remarks/Examples Media health messages, practices of family and peers, and knowledge of topic.
HE.3.B.5.2:	List healthy options to health-related issues or problems. Remarks/Examples Healthy alternatives to unhealthy messages in the media, fear of personal safety, and nutrition options.

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<u>HE.3.B.5.3:</u>	<p>Discuss the potential short-term personal impact of each option when making a health-related decision.</p> <p>Remarks/Examples</p> <p>Eating healthy foods, daily physical activity, benefits of personal hygiene, disease prevention, and not polluting our environment.</p>
<u>HE.3.B.5.4:</u>	<p>Find a healthy option when making a decision for yourself.</p> <p>Remarks/Examples</p> <p>Choosing healthy food, increasing physical activity, wearing a bike helmet, using personal flotation devices, using sunscreen, and decreasing screen time.</p>
<u>HE.3.B.5.5:</u>	<p>Explain when assistance is needed when making a health-related decision.</p> <p>Remarks/Examples</p> <p>Media claims and their validity, when to call 911, dealing with grief and loss, and fears of personal safety.</p>
<u>HE.3.B.6.1:</u>	<p>Select a personal health goal and track progress toward achievement.</p> <p>Remarks/Examples</p> <p>Working collaboratively with class/small group, tracking daily physical activity, using seat belts and bike helmets, limiting media time, consuming healthy foods daily, understanding the dangers of drugs, practicing refusal and conflict-resolution skills.</p>
<u>HE.3.B.6.2:</u>	<p>Examine resources that could assist in achieving a small group personal health goal.</p> <p>Remarks/Examples</p> <p>Family, school personnel, community resources: police, fire rescue, and EMS.</p>
<u>HE.3.C.1.1:</u>	<p>Describe healthy behaviors that affect personal health.</p> <p>Remarks/Examples</p> <p>Covering mouth cough/sneeze, washing hands before eating and after using the bathroom, performing daily physical activity, never using other's hair/toothbrushes, preventing the spread of germs, exercising regularly, avoiding junk food, and avoiding tobacco products.</p>
<u>HE.3.C.1.3:</u>	<p>Describe ways a safe, healthy classroom can promote personal health.</p> <p>Remarks/Examples</p>

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	Frequent hand washing, access to water fountains, area clear of clutter and organized, proper use and disposal of tissues, proper use of hand sanitizers, no sharing of food, and respect for others.
HE.3.C.1.4:	Recognize common childhood health conditions. Remarks/Examples Asthma, diabetes, food allergies, dental cavities, and colds.
HE.3.C.1.5:	Recognize that body parts and organs work together to form human body systems. Remarks/Examples Circulatory system, digestive system, nervous system, reproductive system, and other body systems.
HE.3.C.1.6:	Describe why it is important to seek health care. Remarks/Examples Fluoride treatment to prevent tooth decay, hearing exam to check hearing, and eye exam to assess vision.
HE.3.C.2.1:	Explore how family and friend's traditions and customs may influence health behaviors. Remarks/Examples Family nutritional choices, gatherings, fears, traditions, religious practices, belief in holistic approach, and accepted celebration behaviors demonstrated by others.
HE.3.C.2.3:	Explore how the traditions and customs of the school and community influence health behavior of children. Remarks/Examples Different school/community venues such as health fairs, fundraisers, special celebrations, ethnic restaurants/festivals, and community/school gardens.
HE.3.C.2.4:	Identify classroom and school rules that promote health and disease prevention. Remarks/Examples Following rules for walking in hallways, keeping areas clean, listening to crossing guard, and bike safety.
HE.3.C.2.5:	Discuss the positive and negative impacts media may have on health.

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	<p>Remarks/Examples</p> <p>Positives: choosing healthy foods, exercising, being physically active and not using drugs, acceptance of cultural diversity. Negatives: unhealthy fast foods, "couch potato" inactivity, media messages about body shape and size, violence in the media, violent video/computer games, and too much screen time.</p>
HE.3.C.2.6:	<p>Discuss the positive and negative impacts technology may have on health.</p> <p>Remarks/Examples</p> <p>Positives: calling 911, using a pedometer, playing electronic, interactive video games that promote physical activity, medical advances, and collaboration. Negatives: video games that do not promote physical activity, violent video/computer, games, and misuse/overuse cell phone/texting.</p>
HE.3.P.7.1:	<p>Practice responsible personal health behaviors.</p> <p>Remarks/Examples</p> <p>Pedestrian safety, firearm safety, avoiding unsafe places, and not littering.</p>
HE.3.P.7.2:	<p>Investigate a variety of behaviors that avoid or reduce health risks.</p> <p>Remarks/Examples</p> <p>Daily oral hygiene, medical check-ups, immunizations, and daily physical activity.</p>
HE.3.P.8.1:	<p>Promote positive behaviors to others.</p> <p>Remarks/Examples</p> <p>Selecting healthy foods, following playground rules, and sharing items respectfully.</p>
LAFS.3.RF.4.4:	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LAFS.3.RI.1.1:	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>

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<u>LAFS.3.RI.2.6:</u>	Distinguish their own point of view from that of the author of a text.
<u>LAFS.3.RL.2.6:</u>	Distinguish their own point of view from that of the narrator or those of the characters.
<u>LAFS.3.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 <i>topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.
<u>LAFS.3.W.1.2:</u>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.
<u>MAFS.3.MD.2.3:</u>	<p>Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i></p>

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Course: Health - Grade 4- 5008060

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4707>

BASIC INFORMATION

Course Number:	5008060
Grade Levels:	4
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Health Education, General, Health, Health - Grade 4
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades PreK to 5 Education Courses</p> <p>Subject: Health Education</p> <p>SubSubject: General</p>
Course Title:	Health - Grade 4
Course Abbreviated Title:	Health - GRADE 4
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
General Notes:	<p>The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices with the overall goal of improving quality of life, as well as describe the relationships between a healthy behavior, environment and personal health.</p> <p>The content should include, but not be limited to the following:</p> <ul style="list-style-type: none"> • Core Concepts (mental/emotional, physical, and social health promotion , disease and injury prevention) • Accessing Information (cultural influences, medical resources, emergency drills, school and community health) • Internal and External Influences (available resources, products and services) • Interpersonal Communication (conflict resolution, verbal and

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	<p>non-verbal, active listening and refusal skills)</p> <ul style="list-style-type: none"> • Decision Making (positive/negative healthy options and decisions) • Goal Setting (short and long term health targets, †personal health and small groups) • Self Management (self enhancing responsible choices and healthy practices) • Advocacy (positive promotion and modeling healthy choices) <p>Instructional Practices</p> <p>Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence). <p>Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.</p>
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STANDARDS (32)

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

<u>HE.4.B.3.1:</u>	Describe characteristics of valid health information, products, and services. Remarks/Examples Professional certification, components of proper labeling, complete directions for use, source, and date.
<u>HE.4.B.3.2:</u>	Construct criteria for selecting health resources, products, services, and

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	reputable technologies. Remarks/Examples Asking if health resources are safe, affordable, and available.
HE.4.B.3.3:	Examine resources from home, school and community that provide valid health information. Remarks/Examples Internet; reputable websites, media; television, radio, brochures, books; professional interview;, and hospitals.
HE.4.B.4.1:	Explain effective verbal and nonverbal communication skills to enhance health. Remarks/Examples Practicing assertive, aggressive, and passive response; and demonstrating empathy for individuals affected by diseases or disabilities.
HE.4.B.4.2:	Identify refusal skills and negotiation skills that avoid or reduce health risks. Remarks/Examples Expressing feelings, offering alternatives, and reporting danger.
HE.4.B.4.3:	Discuss nonviolent strategies to manage or resolve conflict. Remarks/Examples Talking to the resource officer, "cool-off" period; physical activities; quiet time; compromise; and rock, paper, scissors.
HE.4.B.4.4:	Demonstrate ways to ask for assistance to enhance personal health. Remarks/Examples Verbalize, write, text, email, and draw.
HE.4.B.5.1:	Identify circumstances that can help or hinder healthy decision making. Remarks/Examples Lack of knowledge, lack of support, and cultural norms.
HE.4.B.5.2:	Itemize healthy options to health-related issues or problems. Remarks/Examples Immediate responses to an acute injury, conflict resolution/anger management, and physical activity.

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<p><u>HE.4.B.5.3:</u></p>	<p>Predict the potential short-term impact of each option on self and others when making a health-related decision. Remarks/Examples</p> <p>First aid, proper nutrition and hygiene, physical activity, tobacco use, and using safety equipment.</p>
<p><u>HE.4.B.5.4:</u></p>	<p>Choose a healthy option when making decisions for yourself and/or others. Remarks/Examples</p> <p>Making safe choices when confronted with risky situations or use of safety equipment such as bike helmets, food choices at restaurant, washing hands, and personal hygiene.</p>
<p><u>HE.4.B.5.5:</u></p>	<p>Examine when assistance is needed to make a health-related decision. Remarks/Examples</p> <p>Administration of first aid, participation in physical activity, and conflict mediation.</p>
<p><u>HE.4.B.6.1:</u></p>	<p>Create a personal health goal and track progress toward achievement. Remarks/Examples</p> <p>Eating habits/snacks, safety habits, communication skills, sleep habits, tobacco/drug education, coping skills, hygiene habits, wearing sunscreen, and using personal-flotation devices.</p>
<p><u>HE.4.B.6.2:</u></p>	<p>Categorize resources that could assist in achieving a small group personal health goal. Remarks/Examples</p> <p>Family, school personnel, community service providers, and nutrition resource guide.</p>
<p><u>HE.4.C.1.1:</u></p>	<p>Identify the relationship between healthy behaviors and personal health. Remarks/Examples</p> <p>Choosing healthy foods for optimal growth and development, performing daily physical activity to prevent obesity, wearing helmets when riding bikes or motorized all-terrain vehicles for injury prevention, and washing hands for disease prevention.</p>
<p><u>HE.4.C.1.2:</u></p>	<p>Identify examples of mental/emotional, physical, and social health. Remarks/Examples</p> <p>Expressing appropriate feelings, treating others with respect, and participating in a daily physical activity.</p>

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<u>HE.4.C.1.3:</u>	Describe ways a safe, healthy school environment can promote personal health. Remarks/Examples Safety patrols, school crossing guards, hand-washing supplies in restrooms, healthy snack choices, school-wide expectations, be prepared, punctual, and problem solving.
<u>HE.4.C.1.4:</u>	Describe ways to prevent common childhood injuries and health problems. Remarks/Examples Not sharing head gear, getting yearly check-ups, washing hands before eating and after using bathroom, following pedestrian/vehicle/bicycle safety rules, and brushing/flossing teeth to prevent dental cavities.
<u>HE.4.C.1.5:</u>	Identify the human body parts and organs that work together to form healthy body systems. Remarks/Examples Muscular and skeletal systems, circulatory and respiratory systems, and endocrine and reproductive systems.
<u>HE.4.C.1.6:</u>	Distinguish differences among various healthcare providers, products, and services. Remarks/Examples Types of doctors, prescription vs. non-prescription drugs, and emergency medical services.
<u>HE.4.C.2.1:</u>	Explain the importance of family on health practices and behaviors. Remarks/Examples Diet, cultural-health practices, hygiene practices, physical activity, and home remedies.
<u>HE.4.C.2.2:</u>	Explain the important role that friends/peers may play in health practices and behaviors. Remarks/Examples Recognizing and avoiding bullying behavior, choosing not to use tobacco products or inhalants, and recognizing differences between positive and negative peer pressure.
<u>HE.4.C.2.3:</u>	Explain the important roles that school and community play in health practices and behaviors. Remarks/Examples

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	<p>Disaster preparedness, school breakfast programs, youth organizations, and recycling.</p>
HE.4.C.2.4:	<p>Recognize types of school rules and community laws that promote health and disease prevention.</p> <p>Remarks/Examples</p> <p>Helmet law, clean indoor-air laws, and speed limits.</p>
HE.4.C.2.5:	<p>Explain how media influences personal thoughts, feelings, and health behaviors.</p> <p>Remarks/Examples</p> <p>Insidious marketing/product placement, branding, and anti-drug campaigns.</p>
HE.4.C.2.6:	<p>Explain how technology influences personal thoughts, feelings, and health behaviors.</p> <p>Remarks/Examples</p> <p>Cyber-bullying, habitual gaming, violent video games, and seat-belt alarm.</p>
HE.4.P.7.2:	<p>Discuss a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks.</p> <p>Remarks/Examples</p> <p>Avoid tobacco/alcohol products, brush and floss teeth, participate in regular physical activity, and report bullying.</p>
HE.4.P.8.1:	<p>Assist others to make positive health choices.</p> <p>Remarks/Examples</p> <p>Model water-safety rules, be a positive bystander in bullying instances, and report to a trusted adult.</p>
LAFS.4.RF.4.4:	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LAFS.4.RI.1.1:	<p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>

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<p><u>LAFS.4.SL.2.4:</u></p>	<p>Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
<p><u>LAFS.4.W.1.2:</u></p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.

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Course: Health - Grade 5- 5008070

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4710>

BASIC INFORMATION

Course Number:	5008070
Grade Levels:	5
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Health Education, General, Health, Health - GRADE 5
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Health Education SubSubject: General
Course Title:	Health - Grade 5
Course Abbreviated Title:	Health - GRADE 5
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
General Notes:	<p>The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices with the overall goal of improving quality of life, as well as describe the relationships between a healthy behavior, environment and personal health to prevent injuries and health problems.</p> <p>The content should include, but not be limited to the following:</p> <ul style="list-style-type: none">• Accessing Information (family health, following rules, friends trusted adults in school and community)• Internal and External Influences (warning labels and community helpers)• Interpersonal Communication (conflict resolution, verbal and non-verbal, reporting, active listening and refusal skills)

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	<ul style="list-style-type: none"> • Decision Making (positive/negative healthy options and decisions) • Goal Setting (short and long term health targets, †personal health and small groups) • Self Management (personal health choices) • Advocacy (positive promotion and modeling healthy choices) <p>Instructional Practices</p> <p>Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence). <p>Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.</p>
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STANDARDS (35)

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

<u>HE.5.B.3.1:</u>	<p>Discuss characteristics of valid health information, products, and services.</p> <p>Remarks/Examples</p> <table border="1"> <tr> <td>Reliable source, current information, and medically accurate information.</td> </tr> </table>	Reliable source, current information, and medically accurate information.
Reliable source, current information, and medically accurate information.		
<u>HE.5.B.3.2:</u>	<p>Evaluate criteria for selecting health resources, products, and services.</p> <p>Remarks/Examples</p>	

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	Function, directions for use, competence of the provider, and costs.
HE.5.B.3.3:	<p>Compile resources from home, school, and community, technologies that provide valid health information.</p> <p>Remarks/Examples</p> <p>Library, brochures, books, Internet, radio, television, telephone, scale, pedometer, local pharmacy, health department, and hospitals.</p>
HE.5.B.4.1:	<p>Illustrate techniques of effective verbal and nonverbal communication skills to enhance health.</p> <p>Remarks/Examples</p> <p>Written or verbal communication, body language, and conflict-resolution skills.</p>
HE.5.B.4.2:	<p>Discuss refusal skills and negotiation skills that avoid or reduce health risks.</p> <p>Remarks/Examples</p> <p>States desires clearly, offer alternative, use “I” messages, and role play.</p>
HE.5.B.4.3:	<p>Illustrate effective conflict resolution strategies.</p> <p>Remarks/Examples</p> <p>Expressing emotions, listening, and using body language.</p>
HE.5.B.4.4:	<p>Determine ways to ask for assistance to enhance the health of self and others.</p> <p>Remarks/Examples</p> <p>Verbalize, write, and draw.</p>
HE.5.B.5.1:	<p>Describe circumstances that can help or hinder healthy decision making.</p> <p>Remarks/Examples</p> <p>Peer pressure, bullying, substance abuse, and stress.</p>
HE.5.B.5.2:	<p>Summarize healthy options to health-related issues or problems.</p> <p>Remarks/Examples</p> <p>Teachers, guidance counselors, peers, or parents can address concerns over bullying and concerns over body changes/image, or anger management.</p>

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<p><u>HE.5.B.5.3:</u></p>	<p>Compare the potential short-term impact of each option on self and others when making a health-related decision. Remarks/Examples</p> <p>Bullying intervention, practicing positive character traits, and substance abuse.</p>
<p><u>HE.5.B.5.4:</u></p>	<p>Select a healthy option when making decisions for yourself and/or others. Remarks/Examples</p> <p>Report bullying, resolve conflicts, and use safety equipment.</p>
<p><u>HE.5.B.5.5:</u></p>	<p>Analyze when assistance is needed when making a health-related decision. Remarks/Examples</p> <p>Bullying intervention, access to appropriate safety equipment, media influences, and peer relationships.</p>
<p><u>HE.5.B.6.1:</u></p>	<p>Specify a personal health goal and track progress toward achievement. Remarks/Examples</p> <p>Work in class/group/individual, physical activity, eating habits, safety habits, computer use/safety, anger management, disease prevention, relationships with family and friends, substance abuse, dental hygiene, and pollution control.</p>
<p><u>HE.5.B.6.2:</u></p>	<p>Select reliable resources that would assist in achieving a small group personal health goal. Remarks/Examples</p> <p>Reliable members from family, school, community, and media.</p>
<p><u>HE.5.C.1.3:</u></p>	<p>Explain ways a safe, healthy home and school environment promote personal health. Remarks/Examples</p> <p>Smoke-free environment, clean/orderly environment, behavior rules, and availability of fresh produce.</p>
<p><u>HE.5.C.1.4:</u></p>	<p>Compare ways to prevent common childhood injuries and health problems. Remarks/Examples</p> <p>Wearing appropriate restraints, avoiding food with no nutritional value, and pursuing yearly health check-ups.</p>

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<p><u>HE.5.C.1.5:</u></p>	<p>Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems. Remarks/Examples</p> <p>Digestive and circulatory systems receiving and distributing nutrients to provide energy, endocrine glands influencing the reproductive system and respiratory system providing oxygen to other body systems.</p>
<p><u>HE.5.C.1.6:</u></p>	<p>Recognize how appropriate health care can promote personal health. Remarks/Examples</p> <p>Having immunizations, using medication appropriately, and seeking grief/loss counseling.</p>
<p><u>HE.5.C.2.1:</u></p>	<p>Predict how families may influence various health practices of children. Remarks/Examples</p> <p>Involvement in youth sports, cultural and religious practices, family hygiene practices, dining patterns, and sleeping.</p>
<p><u>HE.5.C.2.2:</u></p>	<p>Predict how friends/peers may influence various health practices of children. Remarks/Examples</p> <p>Peer pressure to smoke, pressure to cheat, and decision to stand up for someone being bullied.</p>
<p><u>HE.5.C.2.3:</u></p>	<p>Predict how the school and community influence various health practices of children. Remarks/Examples</p> <p>After-school activities, community safety-education programs, variety and nutrition of school lunch, recycling, and positive and negative community norms.</p>
<p><u>HE.5.C.2.4:</u></p>	<p>Give examples of school and public health policies that influence health promotion and disease prevention. Remarks/Examples</p> <p>Head-lice guidelines, seat-belt and child-restraint laws, helmet laws, fire/severe weather/lockdown drills, school-bus rules, and immunization requirements.</p>
<p><u>HE.5.C.2.5:</u></p>	<p>Determine how media influences family health behaviors and the selection of health information, products, and services. Remarks/Examples</p> <p>Severe-weather alerts, health- product commercials, television</p>

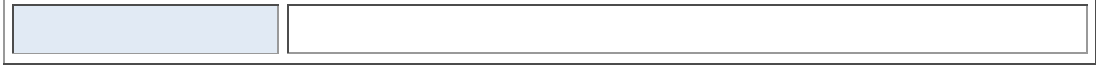
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	cooking shows, and public service announcements.
HE.5.C.2.6:	Describe ways that technology can influence family health behaviors. Remarks/Examples Seat belt alarms, carbon-monoxide detectors, microwave ovens, and clever advertising.
HE.5.C.2.7:	Discuss how various cultures can influence personal health beliefs. Remarks/Examples Food that is healthy and unhealthy for you, health risks from tobacco/alcohol use, and healthy skin care.
HE.5.C.2.8:	Investigate influences that change health beliefs and behaviors. Remarks/Examples Tobacco/alcohol use, prevention education in school, firearm safety, and use of seat-belts/child restraints.
HE.5.P.7.1:	Model responsible personal health behaviors. Remarks/Examples Respect others, limit television time, choose healthy foods, and pick up litter.
HE.5.P.7.2:	Illustrate a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks. Remarks/Examples Examining nutritionally dense foods, bathing daily, practice using conflict-resolution skills, and choosing the safer option in social situations.
HE.5.P.8.1:	Persuade others to make positive health choices. Remarks/Examples Practice negotiation skills, advocate for a smoke-free environment, and encourage use of safety equipment.
LAFS.5.RF.4.4:	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and

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	understanding, rereading as necessary.
<u>LAFS.5.RI.3.7:</u>	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
<u>LAFS.5.RI.3.8:</u>	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
<u>LAFS.5.RL.2.6:</u>	Describe how a narrator’s or speaker’s point of view influences how events are described.
<u>LAFS.5.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
<u>LAFS.5.W.1.2:</u>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.

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