

# Course: Musical Theatre 1- 0400700

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## BASIC INFORMATION

<b>Course Number:</b>	0400700
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Drama, Theatre Arts, Musical Theatre 1, Musical Theatre, Musical, MUSIC THEATRE 1, Performing Fine Arts
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Drama - Theatre Arts <b>SubSubject:</b> General
<b>Course Title:</b>	Musical Theatre 1
<b>Course Abbreviated Title:</b>	MUSIC THEATRE 1
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Graduation Requirement:</b>	•PF Performing Fine Arts

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**Version Description:**

Students' course work focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. Students survey the evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and representative literature. Music theatre students explore the unique staging and technical demands of musicals in contrast to non-musical plays. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

**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 Language Arts standards are required content:**

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

LAFS.910.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**DA.912.C.2.4:**

Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.

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<a href="#"><u>DA.912.S.3.2:</u></a>	Develop and maintain flexibility, strength, and stamina for wellness and performance.
<a href="#"><u>LAFS.910.RL.2.5:</u></a>	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
<a href="#"><u>LAFS.910.RST.1.3:</u></a>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<a href="#"><u>LAFS.910.RST.2.4:</u></a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#"><u>LAFS.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LAFS.910.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LAFS.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LAFS.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>MU.912.C.1.1:</u></a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<a href="#"><u>MU.912.C.2.1:</u></a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#"><u>PE.912.C.2.3:</u></a>	Analyze the movement performance of self and others. Remarks/Examples

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	Some examples are video analysis and checklist.
<a href="#"><u>PE.912.M.1.5:</u></a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#"><u>TH.912.C.1.3:</u></a>	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
<a href="#"><u>TH.912.C.1.5:</u></a>	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
<a href="#"><u>TH.912.C.2.1:</u></a>	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
<a href="#"><u>TH.912.C.2.6:</u></a>	Assess a peer’s artistic choices in a production as a foundation for one’s own artistic growth.
<a href="#"><u>TH.912.C.2.7:</u></a>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<a href="#"><u>TH.912.C.2.8:</u></a>	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Remarks/Examples e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
<a href="#"><u>TH.912.C.3.1:</u></a>	Explore commonalities between works of theatre and other performance media. Remarks/Examples e.g., dance, mime, movies, street theatre, poetry reading
<a href="#"><u>TH.912.F.1.1:</u></a>	Synthesize research, analysis, and imagination to create believable characters and settings. Remarks/Examples e.g., scenery, costumes, props
<a href="#"><u>TH.912.F.2.3:</u></a>	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact

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	on the economy.
<a href="#"><u>TH.912.F.3.3:</u></a>	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
<a href="#"><u>TH.912.F.3.4:</u></a>	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. Remarks/Examples e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
<a href="#"><u>TH.912.F.3.8:</u></a>	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.
<a href="#"><u>TH.912.H.1.1:</u></a>	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
<a href="#"><u>TH.912.H.1.2:</u></a>	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
<a href="#"><u>TH.912.H.1.4:</u></a>	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
<a href="#"><u>TH.912.H.1.5:</u></a>	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
<a href="#"><u>TH.912.H.2.10:</u></a>	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.
<a href="#"><u>TH.912.H.2.2:</u></a>	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
<a href="#"><u>TH.912.H.2.8:</u></a>	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
<a href="#"><u>TH.912.H.3.2:</u></a>	Compare the applications of various art forms used in theatre production.
<a href="#"><u>TH.912.H.3.3:</u></a>	Apply knowledge of non-theatre content areas to enhance

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	<p>presentations of characters, environments, and actions in performance.</p> <p>Remarks/Examples</p> <p>e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages</p>
<a href="#"><u>TH.912.H.3.4:</u></a>	<p>Create a routine of wellness and care for the actor’s physical being as a performance instrument.</p>
<a href="#"><u>TH.912.O.1.1:</u></a>	<p>Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.</p> <p>Remarks/Examples</p> <p>e.g., beats, actions, subtext</p>
<a href="#"><u>TH.912.O.3.2:</u></a>	<p>Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.</p> <p>Remarks/Examples</p> <p>e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round</p>
<a href="#"><u>TH.912.S.1.1:</u></a>	<p>Describe the interactive effect of audience members and actors on performances.</p>
<a href="#"><u>TH.912.S.1.6:</u></a>	<p>Respond appropriately to directorial choices for improvised and scripted scenes.</p>
<a href="#"><u>TH.912.S.2.3:</u></a>	<p>Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character’s physical and emotional dimensions.</p> <p>Remarks/Examples</p> <p>e.g., relationships, wants, needs, motivations</p>
<a href="#"><u>TH.912.S.2.8:</u></a>	<p>Strengthen acting skills by engaging in theatre games and improvisations.</p> <p>Remarks/Examples</p>

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	e.g., concentration, observation, imagination, sense memory, listening, reacting
<a href="#"><u>TH.912.S.3.2:</u></a>	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
<a href="#"><u>TH.912.S.3.3:</u></a>	Develop acting skills and techniques in the rehearsal process.



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# Course: Musical Theatre 2- 0400710

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## BASIC INFORMATION

<b>Course Number:</b>	0400710
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Drama, Theatre Arts, Musical Theatre 2, Musical Theatre, MUSIC THEATRE 2, Performing Fine Arts
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Drama - Theatre Arts <b>SubSubject:</b> General
<b>Course Title:</b>	Musical Theatre 2
<b>Course Abbreviated Title:</b>	MUSIC THEATRE 2
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Graduation Requirement:</b>	•PF Performing Fine Arts

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**Version Description:**

Students learn from the styles and techniques used by well-known singer-actor-dancers and choreographers to build a performance portfolio for auditions and/or interviews. Students examine the contributions of major writers, composers, lyricists, and choreographers of musical theatre and learn to analyze the structures, stories, and settings of musical theatre exemplars to understand how those components serve the story and concept. Students extend their dance and movement techniques required to sing and dance at the same time. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

**STANDARDS (57)**

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

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

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

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

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

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

LAFS.910.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**DA.912.C.2.1:**

Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.

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	Remarks/Examples e.g., improvisation, trial and error, collaboration
<a href="#"><u>DA.912.S.1.2:</u></a>	Generate choreographic ideas through improvisation and physical brainstorming.
<a href="#"><u>LAFS.910.RL.2.5:</u></a>	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
<a href="#"><u>LAFS.910.RST.1.3:</u></a>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<a href="#"><u>LAFS.910.RST.2.4:</u></a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#"><u>LAFS.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LAFS.910.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LAFS.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LAFS.910.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LAFS.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.

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<a href="#"><u>MU.912.C.2.1:</u></a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#"><u>MU.912.O.3.2:</u></a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<a href="#"><u>MU.912.S.2.2:</u></a>	Transfer expressive elements and performance techniques from one piece of music to another.
<a href="#"><u>PE.912.C.2.3:</u></a>	Analyze the movement performance of self and others. Remarks/Examples Some examples are video analysis and checklist.
<a href="#"><u>PE.912.M.1.5:</u></a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#"><u>TH.912.C.1.5:</u></a>	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
<a href="#"><u>TH.912.C.1.6:</u></a>	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
<a href="#"><u>TH.912.C.1.7:</u></a>	Justify personal perceptions of a director's vision and/or playwright's intent.
<a href="#"><u>TH.912.C.2.1:</u></a>	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
<a href="#"><u>TH.912.C.2.5:</u></a>	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
<a href="#"><u>TH.912.C.2.7:</u></a>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<a href="#"><u>TH.912.C.2.8:</u></a>	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Remarks/Examples e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
<a href="#"><u>TH.912.C.3.2:</u></a>	Develop and apply criteria to select works for a portfolio and

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	defend one's artistic choices with a prepared analysis.
<a href="#"><u>TH.912.C.3.3:</u></a>	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
<a href="#"><u>TH.912.F.1.1:</u></a>	Synthesize research, analysis, and imagination to create believable characters and settings. Remarks/Examples e.g., scenery, costumes, props
<a href="#"><u>TH.912.F.2.1:</u></a>	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. Remarks/Examples e.g., body of work, references, résumé, artist statement
<a href="#"><u>TH.912.F.2.2:</u></a>	Assess the skills needed for theatre-related jobs in the community to support career selection.
<a href="#"><u>TH.912.F.3.3:</u></a>	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
<a href="#"><u>TH.912.F.3.6:</u></a>	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application. Remarks/Examples e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
<a href="#"><u>TH.912.H.1.1:</u></a>	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
<a href="#"><u>TH.912.H.1.2:</u></a>	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
<a href="#"><u>TH.912.H.1.4:</u></a>	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
<a href="#"><u>TH.912.H.1.5:</u></a>	Respect the rights of performers and audience members to

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	perform or view controversial work with sensitivity to school and community standards.
<a href="#"><u>TH.912.H.2.1:</u></a>	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
<a href="#"><u>TH.912.H.2.10:</u></a>	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.
<a href="#"><u>TH.912.H.2.11:</u></a>	Describe the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American musical theatre.
<a href="#"><u>TH.912.H.2.2:</u></a>	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
<a href="#"><u>TH.912.H.2.3:</u></a>	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
<a href="#"><u>TH.912.H.2.8:</u></a>	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
<a href="#"><u>TH.912.H.2.9:</u></a>	Create scenes that satirize current political or social events. Remarks/Examples e.g., improvise, script, perform
<a href="#"><u>TH.912.H.3.3:</u></a>	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Remarks/Examples e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
<a href="#"><u>TH.912.H.3.4:</u></a>	Create a routine of wellness and care for the actor's physical being as a performance instrument.
<a href="#"><u>TH.912.N.1.1:</u></a>	Research and analyze a dramatic text by breaking it down into its

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	<p>basic, structural elements to support development of a directorial concept, characterization, and design.</p> <p>Remarks/Examples</p> <p>e.g., beats, actions, subtext</p>
<a href="#"><u>TH.912.O.1.2:</u></a>	<p>Compare the conventions of western theatre with eastern theatre practices.</p> <p>Remarks/Examples</p> <p>e.g., puppetry, masks, stage space, symbolism</p>
<a href="#"><u>TH.912.O.1.3:</u></a>	<p>Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.</p>
<a href="#"><u>TH.912.O.1.4:</u></a>	<p>Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions.</p>
<a href="#"><u>TH.912.S.1.3:</u></a>	<p>Develop criteria that may be applied to the selection and performance of theatrical work.</p> <p>Remarks/Examples</p> <p>e.g., appropriate to available actors, budget, venue, appropriate to community values</p>
<a href="#"><u>TH.912.S.1.4:</u></a>	<p>Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.</p> <p>Remarks/Examples</p> <p>e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues</p>
<a href="#"><u>TH.912.S.1.6:</u></a>	<p>Respond appropriately to directorial choices for improvised and scripted scenes.</p>
<a href="#"><u>TH.912.S.1.8:</u></a>	<p>Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.</p> <p>Remarks/Examples</p>

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	e.g., cultural, historical, symbolic, interpretive
<a href="#"><u>TH.912.S.2.3:</u></a>	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character’s physical and emotional dimensions. Remarks/Examples e.g., relationships, wants, needs, motivations
<a href="#"><u>TH.912.S.2.4:</u></a>	Sustain a character or follow technical cues in a production piece to show focus.
<a href="#"><u>TH.912.S.2.5:</u></a>	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
<a href="#"><u>TH.912.S.2.6:</u></a>	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
<a href="#"><u>TH.912.S.3.1:</u></a>	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
<a href="#"><u>TH.912.S.3.2:</u></a>	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
<a href="#"><u>TH.912.S.3.3:</u></a>	Develop acting skills and techniques in the rehearsal process.

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# Course: Musical Theatre 3- 0400720

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## BASIC INFORMATION

<b>Course Number:</b>	0400720
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Drama, Theatre Arts, Musical Theatre 3, Musical Theatre, Musical, Theatre, MUSIC THEATRE 3, Performing Fine Arts
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Drama - Theatre Arts <b>SubSubject:</b> General
<b>Course Title:</b>	Musical Theatre 3
<b>Course Abbreviated Title:</b>	MUSIC THEATRE 3
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Graduation Requirement:</b>	•PF Performing Fine Arts

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**Version Description:**

Students refine their audition techniques and performance/audition portfolio, and consider the contributions of musical theatre in the community and beyond. Students select a number of pieces to showcase their abilities and become conversant about individuals who, currently and in the past, are considered major contributors to the field. Students refine their dance and movement techniques required to sing and dance for long periods of time in rehearsals and performance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

## STANDARDS (63)

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

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

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

- LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- LAFS.1112.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**DA.912.C.2.2:**

Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.

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	<p>Remarks/Examples</p> <p>e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works</p>
<a href="#"><u>DA.912.S.3.7:</u></a>	Move with agility, alone and relative to others, to perform complex dance sequences.
<a href="#"><u>LAFS.910.RL.2.5:</u></a>	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
<a href="#"><u>LAFS.910.RL.3.7:</u></a>	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
<a href="#"><u>LAFS.910.RST.1.3:</u></a>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<a href="#"><u>LAFS.910.RST.2.4:</u></a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#"><u>LAFS.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LAFS.910.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LAFS.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LAFS.910.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate;

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	synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LAFS.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>MU.912.C.2.1:</u></a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#"><u>MU.912.O.3.2:</u></a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<a href="#"><u>MU.912.S.3.1:</u></a>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<a href="#"><u>PE.912.C.2.3:</u></a>	Analyze the movement performance of self and others. Remarks/Examples Some examples are video analysis and checklist.
<a href="#"><u>PE.912.M.1.5:</u></a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#"><u>TH.912.C.1.2:</u></a>	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement. Remarks/Examples e.g., physical, vocal, emotional
<a href="#"><u>TH.912.C.1.5:</u></a>	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
<a href="#"><u>TH.912.C.1.6:</u></a>	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
<a href="#"><u>TH.912.C.1.7:</u></a>	Justify personal perceptions of a director's vision and/or playwright's intent.
<a href="#"><u>TH.912.C.1.8:</u></a>	Apply the components of aesthetics and criticism to a theatrical performance or design. Remarks/Examples e.g., description, interpretation, judgment, theorizing

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<a href="#"><u>TH.912.C.2.1:</u></a>	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
<a href="#"><u>TH.912.C.2.5:</u></a>	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
<a href="#"><u>TH.912.C.2.7:</u></a>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<a href="#"><u>TH.912.C.2.8:</u></a>	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Remarks/Examples e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
<a href="#"><u>TH.912.C.3.2:</u></a>	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
<a href="#"><u>TH.912.C.3.3:</u></a>	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
<a href="#"><u>TH.912.F.1.1:</u></a>	Synthesize research, analysis, and imagination to create believable characters and settings. Remarks/Examples e.g., scenery, costumes, props
<a href="#"><u>TH.912.F.1.4:</u></a>	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
<a href="#"><u>TH.912.F.2.1:</u></a>	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. Remarks/Examples e.g., body of work, references, résumé, artist statement
<a href="#"><u>TH.912.F.2.5:</u></a>	Analyze the impact the arts have on local, national, and global

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	economies by researching how businesses use the arts to help them be successful.
<a href="#"><u>TH.912.F.3.1:</u></a>	Analyze and identify the functions of a successful system of business management for a theatre company and compare them to the systems found in a successful business management system. Remarks/Examples e.g., leadership, financial needs and structure, marketing, personnel matters
<a href="#"><u>TH.912.F.3.5:</u></a>	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce. Remarks/Examples e.g., script-writing, set design, costume design
<a href="#"><u>TH.912.H.1.2:</u></a>	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
<a href="#"><u>TH.912.H.1.4:</u></a>	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
<a href="#"><u>TH.912.H.1.5:</u></a>	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
<a href="#"><u>TH.912.H.2.1:</u></a>	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
<a href="#"><u>TH.912.H.2.10:</u></a>	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.
<a href="#"><u>TH.912.H.2.11:</u></a>	Describe the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American musical theatre.
<a href="#"><u>TH.912.H.2.3:</u></a>	Weigh and discuss, based on analysis of dramatic texts, the

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	importance of cultural protocols and historical accuracy for artistic impact.
<a href="#"><u>TH.912.H.2.4:</u></a>	Research the intent of, and critical reaction to, artists in history who created groundbreaking, innovative, or controversial works.
<a href="#"><u>TH.912.H.2.7:</u></a>	Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.
<a href="#"><u>TH.912.H.2.8:</u></a>	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
<a href="#"><u>TH.912.H.3.1:</u></a>	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. Remarks/Examples e.g., time management, interpersonal skills, making priorities
<a href="#"><u>TH.912.H.3.3:</u></a>	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Remarks/Examples e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
<a href="#"><u>TH.912.H.3.4:</u></a>	Create a routine of wellness and care for the actor's physical being as a performance instrument.
<a href="#"><u>TH.912.O.1.1:</u></a>	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Remarks/Examples e.g., beats, actions, subtext
<a href="#"><u>TH.912.O.2.2:</u></a>	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
<a href="#"><u>TH.912.O.2.5:</u></a>	Explain how the contributions and methods of significant

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	<p>individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way.</p> <p>Remarks/Examples</p> <p>e.g., playwrights, performers, directors, producers, designers</p>
<a href="#"><u>TH.912.O.3.4:</u></a>	<p>Create a performance piece to document a significant issue or event.</p> <p>Remarks/Examples</p> <p>e.g., pantomime, improvisation, scene, monologue</p>
<a href="#"><u>TH.912.S.1.2:</u></a>	<p>Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.</p>
<a href="#"><u>TH.912.S.1.3:</u></a>	<p>Develop criteria that may be applied to the selection and performance of theatrical work.</p> <p>Remarks/Examples</p> <p>e.g., appropriate to available actors, budget, venue, appropriate to community values</p>
<a href="#"><u>TH.912.S.1.4:</u></a>	<p>Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.</p> <p>Remarks/Examples</p> <p>e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues</p>
<a href="#"><u>TH.912.S.1.6:</u></a>	<p>Respond appropriately to directorial choices for improvised and scripted scenes.</p>
<a href="#"><u>TH.912.S.1.8:</u></a>	<p>Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.</p> <p>Remarks/Examples</p> <p>e.g., cultural, historical, symbolic, interpretive</p>

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<p><a href="#"><u>TH.912.S.2.3:</u></a></p>	<p>Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character’s physical and emotional dimensions. Remarks/Examples e.g., relationships, wants, needs, motivations</p>
<p><a href="#"><u>TH.912.S.2.4:</u></a></p>	<p>Sustain a character or follow technical cues in a production piece to show focus.</p>
<p><a href="#"><u>TH.912.S.2.5:</u></a></p>	<p>Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.</p>
<p><a href="#"><u>TH.912.S.2.6:</u></a></p>	<p>Transfer acting and technical skills and techniques from one piece of dramatic text to another.</p>
<p><a href="#"><u>TH.912.S.3.2:</u></a></p>	<p>Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.</p>
<p><a href="#"><u>TH.912.S.3.3:</u></a></p>	<p>Develop acting skills and techniques in the rehearsal process.</p>
<p><a href="#"><u>TH.912.S.3.7:</u></a></p>	<p>Demonstrate the audition process by researching and selecting monologues and presenting a memorized selection.</p>
<p><a href="#"><u>TH.912.S.3.9:</u></a></p>	<p>Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.</p>



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# 1900300 - Driver Education/Traffic Safety- Classroom

<b>Course Title:</b>	Driver Education/Traffic Safety-Classroom
<b>Course Number:</b>	1900300
<b>Course Abbreviated Title:</b>	DRIVER ED CLASS
<b>Number of Credits:</b>	Half credit (.5)
<b>Status:</b>	State Board Approval Pending
<b>Description:</b>	<p><b>Major concepts/content</b></p> <p>The purpose of this classroom course is to introduce students to the highway transportation system and to teach strategies that will develop driving knowledge related to today's and tomorrow's motorized society. It will also provide an in-depth study of the scope and nature of accident problems and their solutions. The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> <li>• vehicle control and traffic procedures</li> <li>• defensive driving strategies</li> <li>• pertinent laws and their application to driving</li> <li>• energy efficient and safe enjoyable vehicle ownership</li> <li>• physical and mental factors</li> <li>• legal and moral obligations</li> <li>• knowledge of motorcycle operations and interactions in the system</li> <li>• planning for safe travel to include map studies</li> <li>• effects of alcohol and other drugs on driving performance</li> </ul>
<b>General Notes:</b>	Classroom instruction only.
<b>Course Requirements:</b>	<p>After successfully completing this course, the student will:</p> <ul style="list-style-type: none"> <li>• Describe basic aspects of the Highway Transportation System (HTS)--its purpose, major elements, effectiveness, and the roles played by man in the system.</li> <li>• Describe basic vehicle control, including exterior and interior promotion checks, control of motion and direction, and basic</li> </ul>

# 1900310 - Driver Education/Traffic Safety- Classroom and Laboratory

<b>Course Title:</b>	Driver Education/Traffic Safety-Classroom and Laboratory
<b>Course Number:</b>	1900310
<b>Course Abbreviated Title:</b>	DRIVER ED CLASS/LAB
<b>Number of Credits:</b>	Half credit (.5)
<b>Status:</b>	State Board Approval Pending
<b>Description:</b>	<p><b>Major concepts/content</b></p> <p>The purpose of this course is to introduce students to the highway transportation system and to strategies that will develop driving knowledge and skills related to today's and tomorrow's motorized society. It will also provide an in-depth study of the scope and nature of accident problems and their solutions. The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> <li>• vehicle control and traffic procedure</li> <li>• defensive driving strategies</li> <li>• pertinent laws and their application to driving</li> <li>• energy efficient and safe enjoyable vehicle ownership</li> <li>• physical and mental factors</li> <li>• legal and moral obligations</li> <li>• knowledge of motorcycle operations and interactions in the system</li> <li>• planning for safe travel to include map studies</li> <li>• the effects of alcohol and other drugs on driving performance</li> </ul>
<b>General Notes:</b>	<p><b>Special note:</b></p> <p>This course includes laboratory activities.</p>
<b>Course Requirements:</b>	<p>After successfully completing this course, the student will:</p> <ul style="list-style-type: none"> <li>• Describe basic aspects of the Highway Transportation System (HTS)--its purpose, major elements, effectiveness, and the roles played by man in the system.</li> <li>• Describe and demonstrate basic control of the vehicle,</li> </ul>

including exterior and interior promotion checks, control of motion and direction, and basic maneuvers.

- Describe, interpret, and react properly to signs, signals, and pavement markings.
- Describe the need for identifying potential hazards in traffic, making predictions about possible occurrences, making wise decisions for action based on minimum risk, and demonstrate appropriate executions of these decisions (I.P.D.E.).
- Describe and demonstrate the management of space requirements in all driving situations.
- Describe and demonstrate the skills required to effectively control and take proper actions in emergency situations to avoid a collision or minimize the impact if unavoidable.
- Describe needed measures for correcting or minimizing the effects of temporary or permanent physical defects or limitations.
- Describe the legal and moral responsibilities at the scene of highway collisions.
- Describe the effects of attitudes and emotions on driving decisions.
- Describe the effects of alcohol and other drugs on driving.
- Describe the importance of vehicle maintenance for safe and efficient operation.
- Describe the requirements for compliance with the laws that apply to drivers as well as owners of motor vehicles.
- Describe the principles and practices related to trip planning.
- Describe the operation and interaction of motor driven cycles in the Highway Transportation System.
- Describe and demonstrate specific decisions to be made when interacting with other users of the Highway Transportation System other than the automobile.
- Describe the value and demonstrate the use of occupant vehicle restraints and other built-in safety features and devices.
- Describe the need for actively supporting traffic law enforcement agencies and assisting in the improvement of highway safety programs.

maneuvers.

- Describe and interpret signs, signals, and pavement markings.
- Describe the need for identifying potential hazards in traffic, making predictions about possible occurrences, making wise decisions for action based on minimum risk, and describe appropriate execution of these decisions (I.P.D.E.).
- Describe the management of space requirements in all driving situations.
- Describe the skills required to effectively control and take proper actions in emergency situations to avoid a collision or minimize the impact if unavoidable.
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- Describe the legal and moral responsibilities at the scene of highway collisions.
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- Describe the principles and practices related to trip planning.
- Describe the operation and interaction of motor driven cycles in the Highway Transportation System.
- Describe specific decisions to be made when interacting with other users of the Highway Transportation System other than the automobile.
- Describe the value and use of occupant vehicle restraints and other built-in safety features and devices.
- Describe the need for actively supporting traffic law enforcement agencies and assisting in the improvement of highway safety programs.

# Course: Executive Internship 1- 0500300

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4834>

## BASIC INFORMATION

<b>Course Number:</b>	0500300
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	Grades PreK To 12 Education Courses, Grades 9 To 12 And Adult Education Courses, Grades 9-12, Experiential, Experiential Education, General, Executive Internship 1, EXEC INTERN 1
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Experiential Education <b>SubSubject:</b> General
<b>Course Title:</b>	Executive Internship 1
<b>Course Abbreviated Title:</b>	EXEC INTERN 1
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p>The purpose of this course is to provide a practical introduction to the work environment through direct contact with professionals in the community.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"><li>• discussion of professional job requirements</li></ul>

	<ul style="list-style-type: none"> <li>• awareness and knowledge of career opportunities</li> <li>• building vocabulary appropriate to the area of professional interest</li> <li>• development of decision-making skills</li> <li>• development of personal and educational job-related skills</li> </ul>
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## STANDARDS (16)

LAFS.910.W.1.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LAFS.910.W.1.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

LAFS.910.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LAFS.910.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

The Common Core Mathematical Practices should be incorporated as appropriate.

<b><u>LAFS.910.RI.1.1:</u></b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b><u>LAFS.910.RI.2.4:</u></b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).



<a href="#"><u>LAFS.910.RI.2.5:</u></a>	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
<a href="#"><u>LAFS.910.RI.2.6:</u></a>	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
<a href="#"><u>LAFS.910.RST.3.7:</u></a>	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
<a href="#"><u>LAFS.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LAFS.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LAFS.910.SL.2.5:</u></a>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<a href="#"><u>LAFS.910.W.1.1c:</u></a>	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
<a href="#"><u>LAFS.910.W.1.2d:</u></a>	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
<a href="#"><u>LAFS.910.W.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<a href="#"><u>LAFS.910.W.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
<a href="#"><u>LAFS.910.W.3.8:</u></a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the

	usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#"><u>SS.912.P.12.2:</u></a>	Define processes involved in problem solving and decision making. Remarks/Examples Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.
<a href="#"><u>SS.912.P.12.5:</u></a>	Describe obstacles to decision making. Remarks/Examples Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.
<a href="#"><u>SS.912.P.12.6:</u></a>	Describe obstacles to making good judgments. Remarks/Examples Examples may include, but are not limited to, framing and belief perseverance.



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# Course: Executive Internship 2- 0500310

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## BASIC INFORMATION

<b>Course Number:</b>	0500310
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	Grades PreK To 12 Education Courses, Grades 9 To 12 And Adult Education Courses, Grades 9-12, Experiential, Experiential Education, General, Executive Internship 2, EXEC INTERN 2
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Experiential Education <b>SubSubject:</b> General
<b>Course Title:</b>	Executive Internship 2
<b>Course Abbreviated Title:</b>	EXEC INTERN 2
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p>The purpose of this course is to supplement the existing curriculum by providing community internships. Students apply textbook learning, leadership skills, and understanding in challenging and creative professional areas.</p> <p>The content should include, but not be limited to, the following:</p>

- study of a variety of career options
- written and oral communication skills
- higher-level thinking skills
- interpersonal relationship skills
- factors affecting job performance
- in-depth research study
- theories of executive management
- the influence of unions
- economic factors affecting free enterprise
- knowledge of professional organizations and their impact
- career planning

## STANDARDS (30)

LAFS.910.W.1.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LAFS.910.W.1.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

LAFS.910.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

LAFS.910.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LAFS.910.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.910.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

The Common Core Mathematical Practices should be incorporated as appropriate.

<a href="#"><u>LAFS.910.RI.2.4:</u></a>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<a href="#"><u>LAFS.910.RI.2.5:</u></a>	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
<a href="#"><u>LAFS.910.RI.2.6:</u></a>	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
<a href="#"><u>LAFS.910.RI.3.7:</u></a>	Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
<a href="#"><u>LAFS.910.RI.3.8:</u></a>	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
<a href="#"><u>LAFS.910.RST.1.2:</u></a>	Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
<a href="#"><u>LAFS.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LAFS.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LAFS.910.SL.2.5:</u></a>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<a href="#"><u>LAFS.910.W.1.1a:</u></a>	Introduce precise claim(s), distinguish the claim(s) from alternate

	or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
<a href="#"><u>LAFS.910.W.1.1b:</u></a>	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
<a href="#"><u>LAFS.910.W.1.1c:</u></a>	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
<a href="#"><u>LAFS.910.W.1.1d:</u></a>	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
<a href="#"><u>LAFS.910.W.1.2d:</u></a>	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
<a href="#"><u>LAFS.910.W.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
<a href="#"><u>LAFS.910.W.3.8:</u></a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#"><u>PE.912.L.3.3:</u></a>	Identify a variety of activities that promote effective stress management.
<a href="#"><u>PE.912.L.3.5:</u></a>	Identify the community opportunities for participation in a variety of physical activities.
<a href="#"><u>PE.912.L.4.3:</u></a>	Identify strategies for setting goals when developing a personal fitness program.
<a href="#"><u>SS.912.A.1.5:</u></a>	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. Remarks/Examples
	Students should be encouraged to utilize FINDS (Focus,

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# Course: Executive Internship 3- 0500320

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3884>

## BASIC INFORMATION

<b>Course Number:</b>	0500320
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	Grades PreK To 12 Education Courses, Grades 9 To 12 And Adult Education Courses, Grades 9-12, Experiential, Experiential Education, General, Executive Internship 3, EXEC INTERN 3
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Experiential Education <b>SubSubject:</b> General
<b>Course Title:</b>	Executive Internship 3
<b>Course Abbreviated Title:</b>	EXEC INTERN 3
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p>The purpose of this course is to further refine and apply technical skills and competencies for leadership within specific professional areas.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"><li>• more intensive study of a variety of career options</li></ul>



	<ul style="list-style-type: none"> <li>• written and oral communication skills</li> <li>• higher level thinking skills</li> <li>• interpersonal relationship skills</li> <li>• factors affecting job performance</li> <li>• in-depth research study</li> <li>• theories of executive management</li> <li>• the influence of unions</li> <li>• economic factors affecting free enterprise</li> <li>• knowledge of professional organizations and their impact</li> <li>• career planning</li> </ul>
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## STANDARDS (37)

LAFS.1112.W.1.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LAFS.1112.W.1.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

LAFS.1112.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.1112.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

The Common Core Mathematical Practices should be incorporated as appropriate.

<a href="#"><b>LAFS.1112.RI.1.1:</b></a>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
<a href="#"><b>LAFS.1112.RI.2.6:</b></a>	Determine an author’s point of view or purpose in a text in

	which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
<a href="#"><u>LAFS.1112.RI.3.7:</u></a>	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
<a href="#"><u>LAFS.1112.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#"><u>LAFS.1112.SL.2.4:</u></a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#"><u>LAFS.1112.SL.2.5:</u></a>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<a href="#"><u>LAFS.1112.W.1.1a:</u></a>	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
<a href="#"><u>LAFS.1112.W.1.1b:</u></a>	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
<a href="#"><u>LAFS.1112.W.1.1e:</u></a>	Provide a concluding statement or section that follows from and supports the argument presented.
<a href="#"><u>LAFS.1112.W.2.5:</u></a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate

	<p>command of Language standards 1–3 up to and including grades 11–12 on page 54.)</p> <p>Remarks/Examples</p> <p><b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#">here</a>.</p>
<p><a href="#">LAFS.1112.W.2.6:</a></p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
<p><a href="#">LAFS.1112.W.3.7:</a></p>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p><a href="#">LAFS.1112.W.3.8:</a></p>	<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
<p><a href="#">LAFS.1112.W.3.9:</a></p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</li> <li>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</li> </ul>
<p><a href="#">LAFS.1112.WHST.3.9:</a></p>	<p>Draw evidence from informational texts to support analysis,</p>

	reflection, and research.
<a href="#"><u>LAFS.1112.WHST1.2c:</u></a>	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
<a href="#"><u>PE.912.C.2.20:</u></a>	Identify appropriate methods to resolve physical conflict.
<a href="#"><u>PE.912.L.3.3:</u></a>	Identify a variety of activities that promote effective stress management.
<a href="#"><u>PE.912.M.1.5:</u></a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#"><u>SS.912.A.1.5:</u></a>	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. Remarks/Examples Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>
<a href="#"><u>SS.912.A.3.10:</u></a>	Review different economic and philosophic ideologies. Remarks/Examples Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.
<a href="#"><u>SS.912.A.7.14:</u></a>	Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns). Remarks/Examples Examples may include, but are not limited to, NAFTA, World Trade Organization.
<a href="#"><u>SS.912.C.2.10:</u></a>	Monitor current public issues in Florida. Remarks/Examples Examples are On-line Sunshine, media, e-mails to government

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	officials, political text messaging.
<a href="#"><u>SS.912.C.2.11:</u></a>	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
<a href="#"><u>SS.912.C.2.13:</u></a>	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal. Remarks/Examples Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.
<a href="#"><u>SS.912.C.2.9:</u></a>	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. Remarks/Examples Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.
<a href="#"><u>SS.912.C.3.13:</u></a>	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. Remarks/Examples Examples are education, transportation, crime prevention, funding of services.
<a href="#"><u>SS.912.E.1.5:</u></a>	Compare different forms of business organizations. Remarks/Examples Examples are sole proprietorship, partnership, corporation, limited liability corporation.
<a href="#"><u>SS.912.E.1.9:</u></a>	Describe how the earnings of workers are determined. Remarks/Examples Examples are minimum wage, the market value of the product produced, workers' productivity.
<a href="#"><u>SS.912.G.4.1:</u></a>	Interpret population growth and other demographic data for any given place.

<a href="#"><u>SS.912.P.12.2:</u></a>	<p>Define processes involved in problem solving and decision making. Remarks/Examples</p> <p>Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.</p>
<a href="#"><u>SS.912.P.12.5:</u></a>	<p>Describe obstacles to decision making. Remarks/Examples</p> <p>Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.</p>
<a href="#"><u>SS.912.P.12.6:</u></a>	<p>Describe obstacles to making good judgments. Remarks/Examples</p> <p>Examples may include, but are not limited to, framing and belief perseverance.</p>
<a href="#"><u>SS.912.P.9.6:</u></a>	Describe how group dynamics influence behavior.
<a href="#"><u>SS.912.P.9.7:</u></a>	Discuss how an individual influences group behavior.
<a href="#"><u>SS.912.P.9.8:</u></a>	Discuss the nature and effects of stereotyping, prejudice, and discrimination.
<a href="#"><u>SS.912.W.1.3:</u></a>	<p>Interpret and evaluate primary and secondary sources. Remarks/Examples</p> <p>Examples are artifacts, images, auditory and written sources.</p>



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	Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>
<a href="#"><u>SS.912.C.2.10:</u></a>	Monitor current public issues in Florida. Remarks/Examples Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
<a href="#"><u>SS.912.C.4.3:</u></a>	Assess human rights policies of the United States and other countries.
<a href="#"><u>SS.912.E.1.5:</u></a>	Compare different forms of business organizations. Remarks/Examples Examples are sole proprietorship, partnership, corporation, limited liability corporation.
<a href="#"><u>SS.912.E.1.9:</u></a>	Describe how the earnings of workers are determined. Remarks/Examples Examples are minimum wage, the market value of the product produced, workers' productivity.
<a href="#"><u>SS.912.E.2.1:</u></a>	Identify and explain broad economic goals. Remarks/Examples Examples are freedom, efficiency, equity, security, growth, price stability, full employment.
<a href="#"><u>SS.912.P.12.2:</u></a>	Define processes involved in problem solving and decision making. Remarks/Examples Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.
<a href="#"><u>SS.912.P.12.5:</u></a>	Describe obstacles to decision making. Remarks/Examples

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# Course: Executive Internship 4- 0500330

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3893>

## BASIC INFORMATION

<b>Course Number:</b>	0500330
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	Grades PreK To 12 Education Courses, Grades 9 To 12 And Adult Education Courses, Grades 9-12, Experiential, Experiential Education, General, Executive Internship 4, EXEC INTERN 4
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Experiential Education <b>SubSubject:</b> General
<b>Course Title:</b>	Executive Internship 4
<b>Course Abbreviated Title:</b>	EXEC INTERN 4
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p>The purpose of this course is to continue to provide students with an opportunity to apply technical skills and competencies to real-life career processes and settings.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"><li>• analysis of career options</li></ul>

	<ul style="list-style-type: none"> <li>• career planning processes</li> <li>• characteristics of work settings</li> <li>• theories of executive management</li> <li>• influence on unions</li> <li>• free enterprise concepts</li> <li>• organizational structure</li> </ul>
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## STANDARDS (30)

LAFS.1112.W.1.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

LAFS.1112.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.1112.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

The Common Core Mathematical Practices should be incorporated as appropriate.

<a href="#"><u>LAFS.1112.RI.1.1:</u></a>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
<a href="#"><u>LAFS.1112.RI.3.7:</u></a>	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
<a href="#"><u>LAFS.1112.RST.3.7:</u></a>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data,

	video, multimedia) in order to address a question or solve a problem.
<a href="#"><u>LAFS.1112.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#"><u>LAFS.1112.SL.2.4:</u></a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#"><u>LAFS.1112.SL.2.5:</u></a>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<a href="#"><u>LAFS.1112.W.1.1b:</u></a>	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
<a href="#"><u>LAFS.1112.W.1.2a:</u></a>	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
<a href="#"><u>LAFS.1112.W.1.2b:</u></a>	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
<a href="#"><u>LAFS.1112.W.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<a href="#"><u>LAFS.1112.W.2.5:</u></a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and

	<p>audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)</p> <p>Remarks/Examples</p> <p><b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#">here</a>.</p>
<p><a href="#">LAFS.1112.W.2.6:</a></p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
<p><a href="#">SS.912.C.3.11:</a></p>	<p>Contrast how the Constitution safeguards and limits individual rights.</p>
<p><a href="#">LAFS.1112.W.3.8:</a></p>	<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
<p><a href="#">LAFS.1112.W.3.9:</a></p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</li> <li>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</li> </ul>
<p><a href="#">LAFS.1112.WHST1.1a:</a></p>	<p>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that</p>

	logically sequences the claim(s), counterclaims, reasons, and evidence.
<a href="#"><u>LAFS.1112.WHST1.2d:</u></a>	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
<a href="#"><u>LAFS.1112.WHST1.2e:</u></a>	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<a href="#"><u>PE.912.C.2.20:</u></a>	Identify appropriate methods to resolve physical conflict.
<a href="#"><u>PE.912.L.3.3:</u></a>	Identify a variety of activities that promote effective stress management.
<a href="#"><u>PE.912.M.1.5:</u></a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#"><u>SS.912.A.1.5:</u></a>	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. Remarks/Examples  Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>
<a href="#"><u>SS.912.A.1.6:</u></a>	Use case studies to explore social, political, legal, and economic relationships in history.
<a href="#"><u>SS.912.C.2.10:</u></a>	Monitor current public issues in Florida. Remarks/Examples Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
<a href="#"><u>SS.912.C.2.11:</u></a>	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.

<p><b><u>SS.912.C.2.13:</u></b></p>	<p>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal. Remarks/Examples</p> <p>Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</p>
<p><b><u>SS.912.C.3.13:</u></b></p>	<p>Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. Remarks/Examples</p> <p>Examples are education, transportation, crime prevention, funding of services.</p>
<p><b><u>SS.912.E.1.5:</u></b></p>	<p>Compare different forms of business organizations. Remarks/Examples</p> <p>Examples are sole proprietorship, partnership, corporation, limited liability corporation.</p>
<p><b><u>SS.912.E.1.9:</u></b></p>	<p>Describe how the earnings of workers are determined. Remarks/Examples</p> <p>Examples are minimum wage, the market value of the product produced, workers' productivity.</p>
<p><b><u>SS.912.E.2.2:</u></b></p>	<p>Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.</p>

# Course: Voluntary Public Service- 0500370

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/3895>

## BASIC INFORMATION

<b>Course Number:</b>	0500370
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	Grades PreK To 12 Education Courses, Grades 9 To 12 And Adult Education Courses, Grades 9-12, Experiential, Experiential Education, General, Voluntary Public Service, Voluntary, Public Service, VOL PUB SERV
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Experiential Education <b>SubSubject:</b> General
<b>Course Title:</b>	Voluntary Public Service
<b>Course Abbreviated Title:</b>	VOL PUB SERV
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	The purpose of this course is to develop an appreciation of the concept of service to the community and to develop skills necessary to evaluate the impact of service to others. The content should include, but not be limited to, the following:

	<ul style="list-style-type: none"> <li>• identification of school community based needs</li> <li>• organized response to identified needs</li> <li>• the opportunity to examine and explore public service occupations and information regarding specific employment opportunities available</li> <li>• methods that require students to identify, organize, and use resources appropriately</li> <li>• interpersonal relationships and improved personal growth</li> <li>• the ability to acquire and use information -an understanding of social, organizational, and technological systems</li> <li>• acquiring skills to work with a variety of tools and equipment.</li> <li>• improve personal qualities and higher-order thinking skills.</li> <li>• development and implementation of a personal plan for involvement in school or community service</li> </ul>
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## STANDARDS (28)

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

LAFS.910.W.1.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LAFS.910.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequence.

The Common Core Mathematical Practices should be incorporated as appropriate.

<b><u>HE.912.B.3.6:</u></b>	Employ the healthiest choice when considering all factors in making a decision.
	Remarks/Examples
	Some examples may include spring break activity, ride home



	from a party, refusal to drink with friends, child care, individual and societal responsibilities for the protection of health, and investigate health-related community resources.
<a href="#"><u>HE.912.B.4.3:</u></a>	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. Remarks/Examples Effective verbal and nonverbal communication, compromise, and conflict-resolution.
<a href="#"><u>HE.912.B.5.3:</u></a>	Appraise the potential short-term and long-term outcomes of each alternative on self and others. Remarks/Examples Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.
<a href="#"><u>LAFS.1112.RI.3.7:</u></a>	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
<a href="#"><u>LAFS.910.RI.2.6:</u></a>	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
<a href="#"><u>LAFS.910.RI.3.7:</u></a>	Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
<a href="#"><u>LAFS.910.RI.3.8:</u></a>	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
<a href="#"><u>LAFS.910.RST.3.9:</u></a>	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
<a href="#"><u>LAFS.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of

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	reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LAFS.910.SL.2.5:</u></a>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<a href="#"><u>LAFS.910.W.1.1b:</u></a>	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
<a href="#"><u>LAFS.910.W.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<a href="#"><u>LAFS.910.W.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
<a href="#"><u>LAFS.910.W.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LAFS.910.W.3.8:</u></a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#"><u>LAFS.910.W.3.9:</u></a>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</li> <li>b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument</li> </ol>

	and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
<a href="#"><u>LAFS.910.WHST.1.1b:</u></a>	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
<a href="#"><u>PE.912.L.3.3:</u></a>	Identify a variety of activities that promote effective stress management.
<a href="#"><u>PE.912.L.3.5:</u></a>	Identify the community opportunities for participation in a variety of physical activities.
<a href="#"><u>PE.912.R.5.1:</u></a>	Describe ways to act independently of peer pressure during physical activities.
<a href="#"><u>PE.912.R.6.1:</u></a>	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
<a href="#"><u>PE.912.R.6.2:</u></a>	Analyze physical activities from which benefits can be derived. Remarks/Examples Some examples of potential benefits are physical, mental, emotional and social.
<a href="#"><u>SS.912.C.2.5:</u></a>	Conduct a service project to further the public good. Remarks/Examples Examples are school, community, state, national, international.
<a href="#"><u>SS.912.S.4.3:</u></a>	Examine the ways that groups function, such as roles, interactions and leadership.
<a href="#"><u>SS.912.S.4.9:</u></a>	Discuss how formal organizations influence behavior of their members. Remarks/Examples Examples may include, but are not limited to, churches, synagogues, and mosques, political parties, and fraternal

	organizations.
<a href="#"><u>SS.912.S.5.10:</u></a>	Demonstrate democratic approaches to managing disagreements and solving conflicts within a social institution. Remarks/Examples Examples may include, but are not limited to, persuasion, compromise, debate, and negotiation.
<a href="#"><u>SS.912.S.7.4:</u></a>	Discuss the implications of social problems for society. Remarks/Examples Examples may include, but are not limited to, drug addiction, child abuse, school dropout rates, and unemployment.
<a href="#"><u>SS.912.S.7.6:</u></a>	Evaluate possible solutions to resolving social problems and the consequences that might result from those solutions.



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# Course: Personal, Career, and School Development Skills 1- 0500500

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3897>

## BASIC INFORMATION

<b>Course Number:</b>	0500500
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	Personal, Career, and School Development Skills 1, PERS,CAR,SCH DEV 1, Grades PreK To 12 Education Courses, Grades 9 To 12 And Adult Education Courses, Grades 9-12, Experiential, Experiential Education, General,
<b>Course Path:</b>	<p><b>Section:</b> Grades PreK to 12 Education Courses</p> <p><b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses</p> <p><b>Subject:</b> Experiential Education</p> <p><b>SubSubject:</b> General</p>
<b>Course Title:</b>	Personal, Career, and School Development Skills 1
<b>Course Abbreviated Title:</b>	PERS,CAR,SCH DEV 1
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	The purpose of this course is to provide students with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and

community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.

The content should include, but not be limited to, the following:

- knowledge of self and others
- development of positive attitudes
- family relationships
- peer pressure
- individual responsibility
- goal setting
- time management
- decision making
- problem solving
- leadership skills
- life management skills
- employability skills
- career planning

**Special Note:**

This course may be used for dropout prevention.

## STANDARDS (30)

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

LAFS.910.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

The Common Core Mathematical Practices should be incorporated as appropriate.

<p><a href="#"><u>HE.912.C.1.1:</u></a></p>	<p>Predict how healthy behaviors can affect health status. Remarks/Examples</p> <p>Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
<p><a href="#"><u>HE.912.C.1.3:</u></a></p>	<p>Evaluate how environment and personal health are interrelated. Remarks/Examples</p> <p>Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p>
<p><a href="#"><u>HE.912.C.1.8:</u></a></p>	<p>Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors. Remarks/Examples</p> <p>Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.</p>
<p><a href="#"><u>HE.912.C.2.2:</u></a></p>	<p>Compare how peers influence healthy and unhealthy behaviors. Remarks/Examples</p> <p>Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
<p><a href="#"><u>HE.912.P.7.2:</u></a></p>	<p>Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks. Remarks/Examples</p> <p>Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior,</p>

	and engaging in healthy relationships.
<a href="#"><u>LAFS.910.RI.3.7:</u></a>	Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
<a href="#"><u>LAFS.910.RI.3.8:</u></a>	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
<a href="#"><u>LAFS.910.RST.3.7:</u></a>	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
<a href="#"><u>LAFS.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LAFS.910.W.1.1a:</u></a>	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
<a href="#"><u>LAFS.910.W.1.1b:</u></a>	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
<a href="#"><u>LAFS.910.W.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
<a href="#"><u>SS.912.P.9.7:</u></a>	Discuss how an individual influences group behavior.
<a href="#"><u>LAFS.910.W.3.9:</u></a>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p>



	b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
<a href="#"><u>LAFS.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>PE.912.C.2.10:</u></a>	Analyze long-term benefits of regularly participating in physical activity.
<a href="#"><u>PE.912.C.2.20:</u></a>	Identify appropriate methods to resolve physical conflict.
<a href="#"><u>PE.912.L.3.3:</u></a>	Identify a variety of activities that promote effective stress management.
<a href="#"><u>PE.912.L.3.5:</u></a>	Identify the community opportunities for participation in a variety of physical activities.
<a href="#"><u>PE.912.L.4.3:</u></a>	Identify strategies for setting goals when developing a personal fitness program.
<a href="#"><u>PE.912.L.4.5:</u></a>	Apply the principles of training to personal fitness goals. Remarks/Examples Some examples of training principles are overload, specificity and progression.
<a href="#"><u>PE.912.M.1.5:</u></a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#"><u>PE.912.R.5.1:</u></a>	Describe ways to act independently of peer pressure during physical activities.
<a href="#"><u>PE.912.R.6.1:</u></a>	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
<a href="#"><u>PE.912.R.6.2:</u></a>	Analyze physical activities from which benefits can be derived. Remarks/Examples Some examples of potential benefits are physical, mental,

	emotional and social.
<a href="#"><u>SS.912.C.2.10:</u></a>	Monitor current public issues in Florida. Remarks/Examples Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
<a href="#"><u>SS.912.P.12.2:</u></a>	Define processes involved in problem solving and decision making. Remarks/Examples Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.
<a href="#"><u>SS.912.P.12.5:</u></a>	Describe obstacles to decision making. Remarks/Examples Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.
<a href="#"><u>SS.912.P.12.6:</u></a>	Describe obstacles to making good judgments. Remarks/Examples Examples may include, but are not limited to, framing and belief perseverance.
<a href="#"><u>SS.912.P.9.6:</u></a>	Describe how group dynamics influence behavior.



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	Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.
<a href="#"><u>SS.912.P.12.6:</u></a>	Describe obstacles to making good judgments. Remarks/Examples Examples may include, but are not limited to, framing and belief perseverance.
<a href="#"><u>SS.912.P.9.6:</u></a>	Describe how group dynamics influence behavior.
<a href="#"><u>SS.912.P.9.7:</u></a>	Discuss how an individual influences group behavior.



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# Course: Personal, Career, and School Development Skills 2- 0500510

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3899>

## BASIC INFORMATION

<b>Course Number:</b>	0500510
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	Grades PreK To 12 Education Courses, Grades 9 To 12 And Adult Education Courses, Grades 9-12, Experiential, Experiential Education, General, Personal, Career, and School Development Skills 2, PERS,CAR,SCH DEV 2
<b>Course Path:</b>	<p><b>Section:</b> Grades PreK to 12 Education Courses</p> <p><b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses</p> <p><b>Subject:</b> Experiential Education</p> <p><b>SubSubject:</b> General</p>
<b>Course Title:</b>	Personal, Career, and School Development Skills 2
<b>Course Abbreviated Title:</b>	PERS,CAR,SCH DEV 2
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	The purpose of this course is to provide students with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and

community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.

The content should include, but not be limited to, the following:

- refining understandings in areas such as knowledge of self and others
- development of positive attitudes
- relationships
- peer pressure
- individual responsibility
- goal setting
- time management
- decision making
- problem solving
- leadership skills
- life management skills
- employability skills
- career planning

**Special note:**

This course may be used for dropout prevention.

## STANDARDS (30)

LAFS.910.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

LAFS.910.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

The Common Core Mathematical Practices should be incorporated as appropriate.

<p><a href="#"><u>HE.912.C.1.1:</u></a></p>	<p>Predict how healthy behaviors can affect health status. Remarks/Examples</p> <p>Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
<p><a href="#"><u>HE.912.C.1.3:</u></a></p>	<p>Evaluate how environment and personal health are interrelated. Remarks/Examples</p> <p>Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p>
<p><a href="#"><u>HE.912.C.1.7:</u></a></p>	<p>Analyze how heredity and family history can impact personal health. Remarks/Examples</p> <p>Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.</p>
<p><a href="#"><u>HE.912.C.2.2:</u></a></p>	<p>Compare how peers influence healthy and unhealthy behaviors. Remarks/Examples</p> <p>Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
<p><a href="#"><u>HE.912.C.2.3:</u></a></p>	<p>Assess how the school and community can affect personal health practice and behaviors. Remarks/Examples</p> <p>Healthier foods, required health education, health screenings,</p>



	and enforcement of “no tolerance” policies related to all forms of violence, and AED availability and training.
<a href="#"><u>HE.912.P.7.2:</u></a>	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks. Remarks/Examples Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.
<a href="#"><u>LAFS.910.RI.3.7:</u></a>	Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
<a href="#"><u>LAFS.910.RI.3.8:</u></a>	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
<a href="#"><u>LAFS.910.RST.3.7:</u></a>	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
<a href="#"><u>LAFS.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LAFS.910.W.1.1a:</u></a>	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
<a href="#"><u>LAFS.910.W.1.1b:</u></a>	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
<a href="#"><u>LAFS.910.W.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

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<a href="#"><u>LAFS.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>PE.912.C.2.10:</u></a>	Analyze long-term benefits of regularly participating in physical activity.
<a href="#"><u>PE.912.C.2.20:</u></a>	Identify appropriate methods to resolve physical conflict.
<a href="#"><u>PE.912.L.3.3:</u></a>	Identify a variety of activities that promote effective stress management.
<a href="#"><u>PE.912.L.3.4:</u></a>	Identify the in-school opportunities for participation in a variety of physical activities.
<a href="#"><u>PE.912.L.3.5:</u></a>	Identify the community opportunities for participation in a variety of physical activities.
<a href="#"><u>PE.912.L.4.3:</u></a>	Identify strategies for setting goals when developing a personal fitness program.
<a href="#"><u>PE.912.M.1.5:</u></a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#"><u>PE.912.R.5.1:</u></a>	Describe ways to act independently of peer pressure during physical activities.
<a href="#"><u>PE.912.R.6.2:</u></a>	Analyze physical activities from which benefits can be derived. Remarks/Examples Some examples of potential benefits are physical, mental, emotional and social.
<a href="#"><u>SS.912.C.2.10:</u></a>	Monitor current public issues in Florida. Remarks/Examples Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
<a href="#"><u>SS.912.C.3.13:</u></a>	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. Remarks/Examples Examples are education, transportation, crime prevention, funding of services.
<a href="#"><u>SS.912.P.12.2:</u></a>	Define processes involved in problem solving and decision

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	<p>making.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.</p>
<a href="#"><u>SS.912.P.12.5:</u></a>	<p>Describe obstacles to decision making.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.</p>
<a href="#"><u>SS.912.P.12.6:</u></a>	<p>Describe obstacles to making good judgments.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, framing and belief perseverance.</p>
<a href="#"><u>SS.912.P.9.6:</u></a>	<p>Describe how group dynamics influence behavior.</p>
<a href="#"><u>SS.912.P.9.7:</u></a>	<p>Discuss how an individual influences group behavior.</p>



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# Course: Personal, Career, and School Development Skills 3- 0500520

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3901>

## BASIC INFORMATION

<b>Course Number:</b>	0500520
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	Grades PreK To 12 Education Courses, Grades 9 To 12 And Adult Education Courses, Grades 9-12, Experiential, Experiential Education, General, Personal, Career, and School Development Skills 3, PERS,CAR,SCGH DEV 3
<b>Course Path:</b>	<p><b>Section:</b> Grades PreK to 12 Education Courses</p> <p><b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses</p> <p><b>Subject:</b> Experiential Education</p> <p><b>SubSubject:</b> General</p>
<b>Course Title:</b>	Personal, Career, and School Development Skills 3
<b>Course Abbreviated Title:</b>	PERS,CAR,SCGH DEV 3
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	The purpose of this course is to provide students with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and

community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.

The content should include, but not be limited to, the following:

- refining understandings in areas such as knowledge of self and others
- development of positive attitudes
- relationships
- peer pressure
- individual responsibility
- goal setting
- time management
- decision making
- problem solving
- leadership skills
- life management skills
- employability skills
- career planning

**Special note:**

This course may be used for dropout prevention.

## STANDARDS (36)

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

persuasively.

LAFS.1112.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

The Common Core Mathematical Practices should be incorporated as appropriate.

<p><a href="#"><u>HE.912.C.1.1:</u></a></p>	<p>Predict how healthy behaviors can affect health status. Remarks/Examples</p> <p>Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
<p><a href="#"><u>HE.912.C.1.3:</u></a></p>	<p>Evaluate how environment and personal health are interrelated. Remarks/Examples</p> <p>Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p>
<p><a href="#"><u>HE.912.C.1.7:</u></a></p>	<p>Analyze how heredity and family history can impact personal health. Remarks/Examples</p> <p>Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.</p>
<p><a href="#"><u>HE.912.C.2.2:</u></a></p>	<p>Compare how peers influence healthy and unhealthy behaviors. Remarks/Examples</p> <p>Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
<p><a href="#"><u>HE.912.C.2.3:</u></a></p>	<p>Assess how the school and community can affect personal health practice and behaviors. Remarks/Examples</p> <p>Healthier foods, required health education, health screenings, and enforcement of “no tolerance” policies related to all forms of violence, and AED availability and training.</p>

<p><a href="#"><u>HE.912.P.7.2:</u></a></p>	<p>Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.</p> <p>Remarks/Examples</p> <p>Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.</p>
<p><a href="#"><u>LAFS.1112.RI.1.1:</u></a></p>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>
<p><a href="#"><u>LAFS.1112.RI.2.6:</u></a></p>	<p>Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p>
<p><a href="#"><u>LAFS.1112.RI.3.7:</u></a></p>	<p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>
<p><a href="#"><u>LAFS.1112.RI.3.8:</u></a></p>	<p>Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p>
<p><a href="#"><u>LAFS.1112.SL.1.2:</u></a></p>	<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
<p><a href="#"><u>LAFS.1112.SL.2.4:</u></a></p>	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
<p><a href="#"><u>LAFS.1112.W.1.2f:</u></a></p>	<p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>

<p><a href="#"><u>LAFS.1112.W.2.4:</u></a></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
<p><a href="#"><u>LAFS.1112.W.2.5:</u></a></p>	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)</p> <p>Remarks/Examples</p> <p><b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#">here</a>.</p>
<p><a href="#"><u>LAFS.1112.W.2.6:</u></a></p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
<p><a href="#"><u>LAFS.1112.W.3.8:</u></a></p>	<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
<p><a href="#"><u>LAFS.1112.W.3.9:</u></a></p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</li> <li>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential</li> </ul>



	addresses]”).
<a href="#"><u>PE.912.C.2.10:</u></a>	Analyze long-term benefits of regularly participating in physical activity.
<a href="#"><u>PE.912.C.2.20:</u></a>	Identify appropriate methods to resolve physical conflict.
<a href="#"><u>PE.912.L.3.3:</u></a>	Identify a variety of activities that promote effective stress management.
<a href="#"><u>PE.912.L.3.4:</u></a>	Identify the in-school opportunities for participation in a variety of physical activities.
<a href="#"><u>PE.912.L.3.5:</u></a>	Identify the community opportunities for participation in a variety of physical activities.
<a href="#"><u>PE.912.L.4.3:</u></a>	Identify strategies for setting goals when developing a personal fitness program.
<a href="#"><u>PE.912.M.1.5:</u></a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#"><u>PE.912.R.5.1:</u></a>	Describe ways to act independently of peer pressure during physical activities.
<a href="#"><u>PE.912.R.6.1:</u></a>	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
<a href="#"><u>PE.912.R.6.2:</u></a>	Analyze physical activities from which benefits can be derived. Remarks/Examples Some examples of potential benefits are physical, mental, emotional and social.
<a href="#"><u>SS.912.C.2.10:</u></a>	Monitor current public issues in Florida. Remarks/Examples Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
<a href="#"><u>SS.912.C.3.13:</u></a>	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. Remarks/Examples

# Course: Personal, Career, and School Development Skills 4- 0500530

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3904>

## BASIC INFORMATION

<b>Course Number:</b>	0500530
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education Courses, Grades 9 to 12 Education, Exploratory and Experiential Education, Experiential, Personal, Career, and School Development Skills 4, PERS,CAR,SCH DEV 4
<b>Course Path:</b>	<p><b>Section:</b> Grades PreK to 12 Education Courses</p> <p><b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses</p> <p><b>Subject:</b> Experiential Education</p> <p><b>SubSubject:</b> General</p>
<b>Course Title:</b>	Personal, Career, and School Development Skills 4
<b>Course Abbreviated Title:</b>	PERS,CAR,SCH DEV 4
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	The purpose of this course is to provide students with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their

families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.

The content should include, but not be limited to, the following:

- refining understandings in areas such as knowledge of self and others
- development of positive attitudes
- relationships
- peer pressure
- individual responsibility
- goal setting
- time management
- decision making
- problem solving
- leadership skills
- life management skills
- employability skills
- career planning

**Special note:**

This course may be used for dropout prevention.

## STANDARDS (31)

LAFS.1112.W.1.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LAFS.1112.W.1.2: Write informative/explanatory texts to examine and convey complex

ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

LAFS.1112.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

LAFS.1112.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LAFS.1112.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.1112.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

The Common Core Mathematical Practices should be incorporated as appropriate.

<a href="#"><u>HE.912.C.2.2:</u></a>	Compare how peers influence healthy and unhealthy behaviors. Remarks/Examples Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
<a href="#"><u>HE.912.C.2.3:</u></a>	Assess how the school and community can affect personal health practice and behaviors. Remarks/Examples Healthier foods, required health education, health screenings, and enforcement of “no tolerance” policies related to all forms of violence, and AED availability and training.
<a href="#"><u>LAFS.1112.RH.3.7:</u></a>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

<a href="#"><u>LAFS.1112.RH.3.8:</u></a>	Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
<a href="#"><u>LAFS.1112.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#"><u>LAFS.1112.SL.2.4:</u></a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#"><u>LAFS.1112.SL.2.5:</u></a>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<a href="#"><u>LAFS.1112.W.1.1b:</u></a>	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
<a href="#"><u>LAFS.1112.W.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<a href="#"><u>LAFS.1112.W.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<a href="#"><u>LAFS.1112.W.3.8:</u></a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<a href="#"><u>LAFS.1112.W.4.10:</u></a>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting

	or a day or two) for a range of tasks, purposes, and audiences.
<a href="#"><u>LAFS.1112.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LAFS.1112.WHST.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<a href="#"><u>LAFS.1112.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>PE.912.C.2.20:</u></a>	Identify appropriate methods to resolve physical conflict.
<a href="#"><u>PE.912.L.3.3:</u></a>	Identify a variety of activities that promote effective stress management.
<a href="#"><u>PE.912.M.1.5:</u></a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#"><u>PE.912.R.5.1:</u></a>	Describe ways to act independently of peer pressure during physical activities.
<a href="#"><u>PE.912.R.6.2:</u></a>	Analyze physical activities from which benefits can be derived. Remarks/Examples Some examples of potential benefits are physical, mental, emotional and social.
<a href="#"><u>SS.912.C.2.10:</u></a>	Monitor current public issues in Florida. Remarks/Examples Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
<a href="#"><u>SS.912.C.3.13:</u></a>	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. Remarks/Examples Examples are education, transportation, crime prevention, funding of services.
<a href="#"><u>SS.912.E.1.14:</u></a>	Compare credit, savings, and investment services available to the consumer from financial institutions.
<a href="#"><u>SS 912 F 1 16:</u></a>	Construct a one-year budget plan for a specific career

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	<p>path including expenses and construction of a credit plan for purchasing a major item.</p> <p>Remarks/Examples</p> <p>Examples of a career path are university student, trade school student, food service employee, retail employee, laborer, armed forces enlisted personnel.</p> <p>Examples of a budget plan are housing expenses, furnishing, utilities, food costs, transportation, and personal expenses - medical, clothing, grooming, entertainment and recreation, and gifts and contributions.</p> <p>Examples of a credit plan are interest rates, credit scores, payment plan.</p>
<a href="#">SS.912.P.12.2:</a>	<p>Define processes involved in problem solving and decision making.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.</p>
<a href="#">SS.912.P.12.5:</a>	<p>Describe obstacles to decision making.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.</p>
<a href="#">SS.912.P.12.6:</a>	<p>Describe obstacles to making good judgments.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, framing and belief perseverance.</p>
<a href="#">SS.912.P.9.6:</a>	<p>Describe how group dynamics influence behavior.</p>
<a href="#">SS.912.P.9.7:</a>	<p>Discuss how an individual influences group behavior.</p>
<a href="#">SS.912.P.9.8:</a>	<p>Discuss the nature and effects of stereotyping, prejudice, and discrimination.</p>
<a href="#">SS.912.S.8.9:</a>	<p>Investigate ways that incorrect communications, such as rumors or gossip, can influence group behavior.</p>

	Remarks/Examples
	Examples may include, but are not limited to, Orson Welles “The War of the Worlds” radio broadcast, and rumors in the mass media, on the internet, or in the community.



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	Examples are education, transportation, crime prevention, funding of services.
<a href="#"><u>SS.912.P.12.2:</u></a>	Define processes involved in problem solving and decision making. Remarks/Examples Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.
<a href="#"><u>SS.912.P.12.5:</u></a>	Describe obstacles to decision making. Remarks/Examples Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.
<a href="#"><u>SS.912.P.12.6:</u></a>	Describe obstacles to making good judgments. Remarks/Examples Examples may include, but are not limited to, framing and belief perseverance.
<a href="#"><u>SS.912.P.9.6:</u></a>	Describe how group dynamics influence behavior.
<a href="#"><u>SS.912.P.9.7:</u></a>	Discuss how an individual influences group behavior.
<a href="#"><u>SS.912.P.9.8:</u></a>	Discuss the nature and effects of stereotyping, prejudice, and discrimination.



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# Course: Adolescent Health Problems-0800350

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4655>

## BASIC INFORMATION

<b>Course Number:</b>	0800350
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Health Education, Health, General, Adolescent Health Problems, ADOL HEALTH PROBL
<b>Course Path:</b>	<p><b>Section:</b> Grades PreK to 12 Education Courses</p> <p><b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses</p> <p><b>Subject:</b> Health Education</p> <p><b>SubSubject:</b> General</p>
<b>Course Title:</b>	Adolescent Health Problems
<b>Course Abbreviated Title:</b>	ADOL HEALTH PROBL
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	This course provides students with opportunities for investigation and self-assessment of selected adolescent health problems. This course should incorporate individual, small group, and large

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group study.

The content should include, but is not limited to, the following:

- **Family life** (parenting skills and care-giving)
- **Personal health** (wellness planning, decision-making, hygiene, human growth and development, goal-setting, prevention of child abuse and neglect)
- **Internet safety**
- **Mental and emotional health** (prevention of depression interpersonal, risk-taking and self-defeating, coping skills and suicide)
- **Nutrition** (physical activity and wellness)
- **Substance use and abuse** (tobacco, alcohol, and other drug use and abuse)
- **Injury prevention and safety** (cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED), first aid for obstructed airway violence, gangs, and bullying)
- **Prevention and control of disease** (including HIV/AIDS and other STIs)
- **Community and consumer health** (resources and advocacy)
- **Teen dating violence** (abuse prevention)

#### **Instructional Practices**

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

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

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	<p>opportunities (claims and evidence).</p> <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 (40)

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.

<a href="#"><b>HE.912.B.3.1:</b></a>	<p>Verify the validity of health information, products, and services. Remarks/Examples</p> <p>Understanding product-packaging claims, magazine articles, diet/nutritional supplements, energy drinks, exercise video or equipment, tanning salon, fitness club, health professionals, health-related community resources, CPR procedure, qualifications of service provider, type of service, type of product, product safety, and reliability.</p>
<a href="#"><b>HE.912.B.3.3:</b></a>	<p>Justify the validity of a variety of technologies to gather health information. Remarks/Examples</p> <p>Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
<a href="#"><b>HE.912.B.3.4:</b></a>	<p>Justify when professional health services or providers may be required. Remarks/Examples</p> <p>Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.</p>

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

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	post-natal care, natural and man-made conditions, and current trends in disease prevention.
<a href="#"><u>HE.912.B.5.3:</u></a>	Appraise the potential short-term and long-term outcomes of each alternative on self and others. Remarks/Examples Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.
<a href="#"><u>HE.912.B.5.4:</u></a>	Assess whether individual or collaborative decision making is needed to make a healthy decision. Remarks/Examples Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.
<a href="#"><u>HE.912.B.5.5:</u></a>	Examine barriers that can hinder healthy decision making. Remarks/Examples Interpersonal, financial, environmental factors, and accessibility of health information.
<a href="#"><u>HE.912.B.6.1:</u></a>	Evaluate personal health practices and overall health status to include all dimensions of health. Remarks/Examples Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.
<a href="#"><u>HE.912.B.6.2:</u></a>	Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks. Remarks/Examples Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a

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	wellness-program plan.
<a href="#"><u>HE.912.B.6.3:</u></a>	<p>Implement strategies and monitor progress in achieving a personal health goal.</p> <p>Remarks/Examples</p> <p>Stress management, time out, using of a squeeze ball when frustrated, talking with a friend or professional, pacing yourself, setting realistic expectations, using rewards, getting support, and wellness promotion.</p>
<a href="#"><u>HE.912.B.6.4:</u></a>	<p>Formulate an effective long-term personal health plan.</p> <p>Remarks/Examples</p> <p>Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p>
<a href="#"><u>HE.912.C.1.1:</u></a>	<p>Predict how healthy behaviors can affect health status.</p> <p>Remarks/Examples</p> <p>Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
<a href="#"><u>HE.912.C.1.2:</u></a>	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.</p> <p>Remarks/Examples</p> <p>Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
<a href="#"><u>HE.912.C.1.3:</u></a>	<p>Evaluate how environment and personal health are interrelated.</p> <p>Remarks/Examples</p> <p>Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p>

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<p><a href="#"><u>HE.912.C.1.4:</u></a></p>	<p>Propose strategies to reduce or prevent injuries and health problems. Remarks/Examples</p> <p>Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
<p><a href="#"><u>HE.912.C.1.5:</u></a></p>	<p>Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases. Remarks/Examples</p> <p>Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.</p>
<p><a href="#"><u>HE.912.C.1.8:</u></a></p>	<p>Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors. Remarks/Examples</p> <p>Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.</p>
<p><a href="#"><u>HE.912.C.2.1:</u></a></p>	<p>Analyze how the family influences the health of individuals. Remarks/Examples</p> <p>Nutritional management of meals, composition of and relationships within families, and health-insurance status.</p>
<p><a href="#"><u>HE.912.C.2.2:</u></a></p>	<p>Compare how peers influence healthy and unhealthy behaviors. Remarks/Examples</p> <p>Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
<p><a href="#"><u>HE.912.C.2.3:</u></a></p>	<p>Assess how the school and community can affect personal health practice and behaviors.</p>

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	<p>Remarks/Examples</p> <p>Healthier foods, required health education, health screenings, and enforcement of “no tolerance” policies related to all forms of violence, and AED availability and training.</p>
<a href="#"><u>HE.912.C.2.4:</u></a>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p>Remarks/Examples</p> <p>Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
<a href="#"><u>HE.912.C.2.5:</u></a>	<p>Evaluate the effect of media on personal and family health.</p> <p>Remarks/Examples</p> <p>Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
<a href="#"><u>HE.912.C.2.6:</u></a>	<p>Evaluate the impact of technology on personal, family, and community health.</p> <p>Remarks/Examples</p> <p>Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.</p>
<a href="#"><u>HE.912.C.2.7:</u></a>	<p>Analyze how culture supports and challenges health beliefs, practices, and behaviors.</p> <p>Remarks/Examples</p> <p>Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</p>
<a href="#"><u>HE.912.C.2.8:</u></a>	<p>Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p>

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	<p>Remarks/Examples</p> <p>Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.</p>
<a href="#"><u>HE.912.C.2.9:</u></a>	<p>Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.</p> <p>Remarks/Examples</p> <p>Social conformity, self-discipline, and impulse vs. delayed gratification.</p>
<a href="#"><u>HE.912.P.7.2:</u></a>	<p>Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.</p> <p>Remarks/Examples</p> <p>Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.</p>
<a href="#"><u>HE.912.P.8.1:</u></a>	<p>Demonstrate how to influence and support others in making positive health choices.</p> <p>Remarks/Examples</p> <p>Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.</p>
<a href="#"><u>HE.912.P.8.2:</u></a>	<p>Utilize current, accurate data/information to formulate a health-enhancing message.</p> <p>Remarks/Examples</p> <p>Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.</p>
<a href="#"><u>LAFS.910.L.3.6:</u></a>	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and</p>

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	listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<a href="#"><u>LAFS.910.RL.2.4:</u></a>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
<a href="#"><u>LAFS.910.SL.1.1:</u></a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#"><u>LAFS.910.W.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
<a href="#"><u>LAFS.910.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to

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	answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>MAFS.912.S-MD.2.7:</u></a>	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

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# Course: First Aid and Safety- 0800320

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4688>

## BASIC INFORMATION

<b>Course Number:</b>	0800320
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Health Education, Health, General, First Aid and Safety, FIRST AID SAFETY, First Aid, Safety
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Health Education <b>SubSubject:</b> General
<b>Course Title:</b>	First Aid and Safety
<b>Course Abbreviated Title:</b>	FIRST AID SAFETY
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	This course provides a basic overview of the causes and preventions of unintentional injuries, appropriate emergency responses to those injuries and crisis response planning. Safety education should include cardiopulmonary resuscitation (CPR) and the use of an automatic external defibrillator (AED), first aid

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	for obstructed airway, and injury prevention.
<b>General Notes:</b>	<p>The content should include, but is not limited to, the following:</p> <ul style="list-style-type: none"> <li>• <b>Injury prevention and safety</b> <ul style="list-style-type: none"> <li>○ Safety promotion</li> <li>○ First aid procedures</li> <li>○ Adult, child, and infant CPR, and AED procedures</li> <li>○ Disaster preparedness</li> </ul> </li> <li>• <b>Environmental health</b> (community resources and services)</li> <li>• <b>Community health and consumer health</b> (career and public service opportunities)</li> </ul> <p><b>Special Notes:</b></p> <p><b>Instructional Practices</b></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"> <li>1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.</li> <li>2. Making close reading and rereading of texts central to lessons.</li> <li>3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.</li> <li>4. Requiring students to support answers with evidence from the text.</li> <li>5. Providing extensive text-based research and writing opportunities (claims and evidence).</li> </ol> <p>The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year’s grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.</p>

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STANDARDS (26)

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

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	<p>Remarks/Examples</p> <p>Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
<a href="#"><u>HE.912.B.5.1:</u></a>	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Remarks/Examples</p> <p>Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
<a href="#"><u>HE.912.B.6.1:</u></a>	<p>Evaluate personal health practices and overall health status to include all dimensions of health.</p> <p>Remarks/Examples</p> <p>Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.</p>
<a href="#"><u>HE.912.C.1.4:</u></a>	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <p>Remarks/Examples</p> <p>Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
<a href="#"><u>HE.912.C.1.6:</u></a>	<p>Evaluate the relationship between access to health care and health status.</p> <p>Remarks/Examples</p> <p>Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.</p>
<a href="#"><u>HE.912.C.1.8:</u></a>	<p>Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.</p>

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	<p>Remarks/Examples</p> <p>Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.</p>
<a href="#"><u>HE.912.C.2.1:</u></a>	<p>Analyze how the family influences the health of individuals.</p> <p>Remarks/Examples</p> <p>Nutritional management of meals, composition of and relationships within families, and health-insurance status.</p>
<a href="#"><u>HE.912.C.2.2:</u></a>	<p>Compare how peers influence healthy and unhealthy behaviors.</p> <p>Remarks/Examples</p> <p>Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
<a href="#"><u>HE.912.C.2.3:</u></a>	<p>Assess how the school and community can affect personal health practice and behaviors.</p> <p>Remarks/Examples</p> <p>Healthier foods, required health education, health screenings, and enforcement of “no tolerance” policies related to all forms of violence, and AED availability and training.</p>
<a href="#"><u>HE.912.C.2.4:</u></a>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p>Remarks/Examples</p> <p>Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
<a href="#"><u>HE.912.C.2.6:</u></a>	<p>Evaluate the impact of technology on personal, family, and community health.</p> <p>Remarks/Examples</p> <p>Automated external defibrillator in the community, pedestrian</p>

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	crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.
<a href="#"><u>HE.912.C.2.8:</u></a>	Analyze how the perceptions of norms influence healthy and unhealthy behaviors. Remarks/Examples Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.
<a href="#"><u>HE.912.P.7.1:</u></a>	Analyze the role of individual responsibility in enhancing health. Remarks/Examples Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.
<a href="#"><u>HE.912.P.8.1:</u></a>	Demonstrate how to influence and support others in making positive health choices. Remarks/Examples Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.
<a href="#"><u>HE.912.P.8.2:</u></a>	Utilize current, accurate data/information to formulate a health-enhancing message. Remarks/Examples Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.
<a href="#"><u>HE.912.P.8.3:</u></a>	Work cooperatively as an advocate for improving personal, family, and community health. Remarks/Examples Support local availability of healthy food options;

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	<p>environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.</p>
<a href="#"><u>HE.912.P.8.4:</u></a>	<p>Adapt health messages and communication techniques to a specific target audience.</p> <p>Remarks/Examples</p> <p>Internet safety, disease prevention, health disparities, disaster relief, and CPR/AED training.</p>
<a href="#"><u>LAFS.1112.L.1.1:</u></a>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.</li> </ol>
<a href="#"><u>LAFS.910.L.3.4:</u></a>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in</li> </ol>

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# Course: Health 1-Life Management Skills-0800300

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4692>

## BASIC INFORMATION

<b>Course Number:</b>	0800300
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Health Education, Health, General, Health 1-Life Management Skills, HEALTH1-LIF MGMT SKL, Life Management Skills, Health 1
<b>Course Path:</b>	<p><b>Section:</b> Grades PreK to 12 Education Courses</p> <p><b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses</p> <p><b>Subject:</b> Health Education</p> <p><b>SubSubject:</b> General</p>
<b>Course Title:</b>	Health 1-Life Management Skills
<b>Course Abbreviated Title:</b>	HEALTH1-LIF MGMT SKL
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	The purpose of this course is to produce health literate students that make sound decisions and take positive actions for healthy

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	<p>and effective living. The course is wellness oriented and emphasizes responsible decision-making and planning for a healthy lifestyle.</p>
<p><b>General Notes:</b></p>	<p>The content should include, but is not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Family life</li> <li>• Personal health (wellness planning, decision-making, goal-setting, prevention of child abuse and neglect)</li> <li>• Internet safety</li> <li>• Mental and emotional health (prevention of depression interpersonal, coping skills and suicide)</li> <li>• Nutrition (physical activity and wellness)</li> <li>• Substance use and abuse (tobacco, alcohol, and other drug use and abuse)</li> <li>• Injury prevention and safety (cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED), first aid for obstructed airway violence, gangs, and bullying)</li> <li>• Personal health (human sexuality, including abstinence from sexual activity, and teen pregnancy prevention)</li> <li>• Prevention and control of disease (including HIV/AIDS and other STIs)</li> <li>• Community and consumer health (resources and advocacy)</li> <li>• Teen dating violence (abuse prevention)</li> </ul> <p><b>Special Notes:</b></p> <p><b>Instructional Practices</b></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"> <li>1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.</li> <li>2. Making close reading and rereading of texts central to lessons.</li> </ol>

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	<ol style="list-style-type: none"> <li>3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.</li> <li>4. Requiring students to support answers with evidence from the text.</li> <li>5. Providing extensive text-based research and writing opportunities (claims and evidence).</li> </ol> <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> <p>The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year’s grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.</p>
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STANDARDS (45)

<a href="#"><b>HE.912.B.3.2:</b></a>	<p>Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.</p> <p>Remarks/Examples</p> <p>Internet, family member, nurse, guidance counselor, physician, clinic, hotline, support group, community agency, domestic/dating-violence service provider, and first-aid training location, expense, services available, eligibility, scheduling appointments, healthcare, and mental-health resources.</p>
<a href="#"><b>HE.912.B.3.3:</b></a>	<p>Justify the validity of a variety of technologies to gather health information.</p> <p>Remarks/Examples</p> <p>Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
<a href="#"><b>HE.912.R.3.4:</b></a>	<p>Justify when professional health services or providers may be</p>

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	<p>required.</p> <p>Remarks/Examples</p> <p>Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.</p>
<a href="#"><u>HE.912.B.4.1:</u></a>	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Remarks/Examples</p> <p>Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
<a href="#"><u>HE.912.B.4.2:</u></a>	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Remarks/Examples</p> <p>Validate other's opinions, use direct statement, use active statement, and offer alternatives.</p>
<a href="#"><u>HE.912.B.4.3:</u></a>	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>Remarks/Examples</p> <p>Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
<a href="#"><u>HE.912.B.4.4:</u></a>	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Remarks/Examples</p> <p>Verbal and written communication, active listening, and how to seek help for a friend.</p>
<a href="#"><u>HE.912.B.5.1:</u></a>	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Remarks/Examples</p> <p>Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care,</p>

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

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<a href="#"><u>HE.912.B.6.2:</u></a>	<p>Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks. Remarks/Examples</p> <p>Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness-program plan.</p>
<a href="#"><u>HE.912.B.6.3:</u></a>	<p>Implement strategies and monitor progress in achieving a personal health goal. Remarks/Examples</p> <p>Stress management, time out, using of a squeeze ball when frustrated, talking with a friend or professional, pacing yourself, setting realistic expectations, using rewards, getting support, and wellness promotion.</p>
<a href="#"><u>HE.912.B.6.4:</u></a>	<p>Formulate an effective long-term personal health plan. Remarks/Examples</p> <p>Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p>
<a href="#"><u>HE.912.C.1.1:</u></a>	<p>Predict how healthy behaviors can affect health status. Remarks/Examples</p> <p>Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
<a href="#"><u>HE.912.C.1.2:</u></a>	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health. Remarks/Examples</p> <p>Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>

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

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

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	<p>participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
<a href="#"><u>HE.912.C.2.6:</u></a>	<p>Evaluate the impact of technology on personal, family, and community health. Remarks/Examples</p> <p>Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.</p>
<a href="#"><u>HE.912.C.2.7:</u></a>	<p>Analyze how culture supports and challenges health beliefs, practices, and behaviors. Remarks/Examples</p> <p>Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</p>
<a href="#"><u>HE.912.C.2.8:</u></a>	<p>Analyze how the perceptions of norms influence healthy and unhealthy behaviors. Remarks/Examples</p> <p>Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.</p>
<a href="#"><u>HE.912.C.2.9:</u></a>	<p>Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. Remarks/Examples</p> <p>Social conformity, self-discipline, and impulse vs. delayed gratification.</p>
<a href="#"><u>HE.912.P.7.1:</u></a>	<p>Analyze the role of individual responsibility in enhancing health. Remarks/Examples</p> <p>Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and</p>

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	stress management.
<a href="#"><u>HE.912.P.7.2:</u></a>	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks. Remarks/Examples Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.
<a href="#"><u>HE.912.P.8.1:</u></a>	Demonstrate how to influence and support others in making positive health choices. Remarks/Examples Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.
<a href="#"><u>HE.912.P.8.2:</u></a>	Utilize current, accurate data/information to formulate a health-enhancing message. Remarks/Examples Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.
<a href="#"><u>HE.912.P.8.3:</u></a>	Work cooperatively as an advocate for improving personal, family, and community health. Remarks/Examples Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.
<a href="#"><u>HE.912.P.8.4:</u></a>	Adapt health messages and communication techniques to a specific target audience.

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	<p>Remarks/Examples</p> <p>Internet safety, disease prevention, health disparities, disaster relief, and CPR/AED training.</p>
<p><a href="#"><u>LAFS.910.L.3.6:</u></a></p>	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p><a href="#"><u>LAFS.910.RL.2.4:</u></a></p>	<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>
<p><a href="#"><u>LAFS.910.SL.1.1:</u></a></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the</li> </ol>

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	evidence and reasoning presented.
<a href="#"><u>LAFS.910.W.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<a href="#"><u>MAFS.912.S-MD.2.7:</u></a>	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

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	context or in a dictionary).
<a href="#"><u>LAFS.910.RST.1.3:</u></a>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<a href="#"><u>LAFS.910.SL.1.1:</u></a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#"><u>MAFS.912.S-CP.1.5:</u></a>	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. <i>For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.</i>

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# Course: Health 2-Personal Health- 0800310

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4695>

## BASIC INFORMATION

<b>Course Number:</b>	0800310
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Health Education, Health, General, Health 2-Personal Health, HEALTH 2-PER HEALTH, Health 2, Personal Health
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Health Education <b>SubSubject:</b> General
<b>Course Title:</b>	Health 2-Personal Health
<b>Course Abbreviated Title:</b>	HEALTH 2-PER HEALTH
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	The purpose of this course is to provide an in-depth study of the principles of personal health maintenance. Wellness promotion for self and others will be emphasized along with responsible decision-making and planning for a healthy lifestyle.

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**General Notes:**

The content should include, but is not limited to, the following:

- Nutrition (wellness)
- Family life (roles and relationships of family members)
- Personal health (health issues related to stages of life)
- Mental and emotional health
- Environmental health
- Consumer health (health careers)
- Community health (health care systems)
- Mental and emotional health (positive emotional development, including the prevention of suicide)
- Prevention and control of disease (current and emerging diseases and disorders)
- Injury prevention and safety (personal safety)

**Special Notes:****Instructional Practices**

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

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

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

	<p>The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year’s grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.</p>
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STANDARDS (41)

<a href="#"><u>HE.912.B.3.1:</u></a>	<p>Verify the validity of health information, products, and services. Remarks/Examples</p> <p>Understanding product-packaging claims, magazine articles, diet/nutritional supplements, energy drinks, exercise video or equipment, tanning salon, fitness club, health professionals, health-related community resources, CPR procedure, qualifications of service provider, type of service, type of product, product safety, and reliability.</p>
<a href="#"><u>HE.912.B.3.2:</u></a>	<p>Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information. Remarks/Examples</p> <p>Internet, family member, nurse, guidance counselor, physician, clinic, hotline, support group, community agency, domestic/dating-violence service provider, and first-aid training location, expense, services available, eligibility, scheduling appointments, healthcare, and mental-health resources.</p>
<a href="#"><u>HE.912.B.3.3:</u></a>	<p>Justify the validity of a variety of technologies to gather health information. Remarks/Examples</p> <p>Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
<a href="#"><u>HE.912.B.3.4:</u></a>	<p>Justify when professional health services or providers may be required. Remarks/Examples</p>

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	Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.
<a href="#"><u>HE.912.B.4.1:</u></a>	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Remarks/Examples</p> <p>Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
<a href="#"><u>HE.912.B.4.4:</u></a>	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Remarks/Examples</p> <p>Verbal and written communication, active listening, and how to seek help for a friend.</p>
<a href="#"><u>HE.912.B.5.1:</u></a>	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Remarks/Examples</p> <p>Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
<a href="#"><u>HE.912.B.5.2:</u></a>	<p>Generate alternatives to health-related issues or problems.</p> <p>Remarks/Examples</p> <p>Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.</p>
<a href="#"><u>HE.912.B.5.3:</u></a>	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others.</p> <p>Remarks/Examples</p> <p>Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons</p>

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	on campus, and use of stress management and coping skills.
<a href="#"><u>HE.912.B.5.4:</u></a>	<p>Assess whether individual or collaborative decision making is needed to make a healthy decision.</p> <p>Remarks/Examples</p> <p>Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.</p>
<a href="#"><u>HE.912.B.5.5:</u></a>	<p>Examine barriers that can hinder healthy decision making.</p> <p>Remarks/Examples</p> <p>Interpersonal, financial, environmental factors, and accessibility of health information.</p>
<a href="#"><u>HE.912.B.6.1:</u></a>	<p>Evaluate personal health practices and overall health status to include all dimensions of health.</p> <p>Remarks/Examples</p> <p>Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.</p>
<a href="#"><u>HE.912.B.6.2:</u></a>	<p>Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.</p> <p>Remarks/Examples</p> <p>Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness-program plan.</p>
<a href="#"><u>HE.912.B.6.3:</u></a>	<p>Implement strategies and monitor progress in achieving a personal health goal.</p> <p>Remarks/Examples</p> <p>Stress management, time out, using of a squeeze ball when frustrated, talking with a friend or professional, pacing yourself, setting realistic expectations, using rewards, getting support,</p>

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	and wellness promotion.
<a href="#"><u>HE.912.B.6.4:</u></a>	Formulate an effective long-term personal health plan. Remarks/Examples Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.
<a href="#"><u>HE.912.C.1.1:</u></a>	Predict how healthy behaviors can affect health status. Remarks/Examples Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
<a href="#"><u>HE.912.C.1.2:</u></a>	Interpret the significance of interrelationships in mental/emotional, physical, and social health. Remarks/Examples Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
<a href="#"><u>HE.912.C.1.3:</u></a>	Evaluate how environment and personal health are interrelated. Remarks/Examples Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.
<a href="#"><u>HE.912.C.1.4:</u></a>	Propose strategies to reduce or prevent injuries and health problems. Remarks/Examples Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
<a href="#"><u>HE.912.C.1.5:</u></a>	Analyze strategies for prevention, detection, and treatment of

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	<p>communicable and chronic diseases.</p> <p>Remarks/Examples</p> <p>Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.</p>
<a href="#"><u>HE.912.C.1.6:</u></a>	<p>Evaluate the relationship between access to health care and health status.</p> <p>Remarks/Examples</p> <p>Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.</p>
<a href="#"><u>HE.912.C.1.7:</u></a>	<p>Analyze how heredity and family history can impact personal health.</p> <p>Remarks/Examples</p> <p>Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.</p>
<a href="#"><u>HE.912.C.1.8:</u></a>	<p>Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.</p> <p>Remarks/Examples</p> <p>Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.</p>
<a href="#"><u>HE.912.C.2.1:</u></a>	<p>Analyze how the family influences the health of individuals.</p> <p>Remarks/Examples</p> <p>Nutritional management of meals, composition of and relationships within families, and health-insurance status.</p>
<a href="#"><u>HE.912.C.2.2:</u></a>	<p>Compare how peers influence healthy and unhealthy behaviors.</p> <p>Remarks/Examples</p> <p>Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students'</p>

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	<p>recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
<a href="#"><u>HE.912.C.2.3:</u></a>	<p>Assess how the school and community can affect personal health practice and behaviors. Remarks/Examples</p> <p>Healthier foods, required health education, health screenings, and enforcement of “no tolerance” policies related to all forms of violence, and AED availability and training.</p>
<a href="#"><u>HE.912.C.2.4:</u></a>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention. Remarks/Examples</p> <p>Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
<a href="#"><u>HE.912.C.2.5:</u></a>	<p>Evaluate the effect of media on personal and family health. Remarks/Examples</p> <p>Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
<a href="#"><u>HE.912.C.2.6:</u></a>	<p>Evaluate the impact of technology on personal, family, and community health. Remarks/Examples</p> <p>Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.</p>
<a href="#"><u>HE.912.C.2.7:</u></a>	<p>Analyze how culture supports and challenges health beliefs, practices, and behaviors. Remarks/Examples</p>

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	<p>Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</p>
<a href="#"><u>HE.912.C.2.8:</u></a>	<p>Analyze how the perceptions of norms influence healthy and unhealthy behaviors. Remarks/Examples</p> <p>Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.</p>
<a href="#"><u>HE.912.C.2.9:</u></a>	<p>Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. Remarks/Examples</p> <p>Social conformity, self-discipline, and impulse vs. delayed gratification.</p>
<a href="#"><u>HE.912.P.7.1:</u></a>	<p>Analyze the role of individual responsibility in enhancing health. Remarks/Examples</p> <p>Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.</p>
<a href="#"><u>HE.912.P.7.2:</u></a>	<p>Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks. Remarks/Examples</p> <p>Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.</p>
<a href="#"><u>HE.912.P.8.1:</u></a>	<p>Demonstrate how to influence and support others in making positive health choices. Remarks/Examples</p> <p>Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy</p>

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	<p>dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.</p>
<a href="#"><u>HE.912.P.8.3:</u></a>	<p>Work cooperatively as an advocate for improving personal, family, and community health.</p> <p>Remarks/Examples</p> <p>Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.</p>
<a href="#"><u>LAFS.910.L.3.6:</u></a>	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<a href="#"><u>LAFS.910.RL.2.4:</u></a>	<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>
<a href="#"><u>LAFS.910.SL.1.1:</u></a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader</li> </ol>

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	<p>themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<p><a href="#"><u>LAFS.910.W.2.6:</u></a></p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>
<p><a href="#"><u>MAFS.912.S-MD.2.7:</u></a></p>	<p>Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).</p>

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# Course: Advanced Health Explorations-0800360

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4631>

## BASIC INFORMATION

<b>Course Number:</b>	0800360
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Health Education, Health, General, Advanced Health Explorations, ADV HEALTH EXPLOS
<b>Course Path:</b>	<p><b>Section:</b> Grades PreK to 12 Education Courses</p> <p><b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses</p> <p><b>Subject:</b> Health Education</p> <p><b>SubSubject:</b> General</p>
<b>Course Title:</b>	Advanced Health Explorations
<b>Course Abbreviated Title:</b>	ADV HEALTH EXPLOS
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Type:</b>	Elective
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	The purpose of this course is for students to apply health-related research practices. Experiences include discourses in major health problems in society, modern health practices, current scientific

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	findings related to human diseases and disorders, collection, analysis and evaluation of health information, health advocacy trends, and health career investigations.
<b>General Notes:</b>	<p>The content should include, but is not limited to, the following:</p> <ul style="list-style-type: none"> <li>• <b>Family life</b> (family dynamics, parenting skills, prevention of child abuse and neglect)</li> <li>• <b>Community and Consumer health</b> (health-related community resources, health careers and evaluate health information )</li> <li>• <b>Prevention and control of disease</b> (communicable and non communicable diseases, HIV/AIDS and other STIs)</li> <li>• <b>Personal health</b> (interrelationships of body systems, human growth and development through adulthood, abstinence from sexual activity, and teen pregnancy prevention, responsible decision-making, advocacy skills and goal-setting)</li> </ul> <p><b>Special Notes:</b></p> <p><b>Instructional Practices</b></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"> <li>1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.</li> <li>2. Making close reading and rereading of texts central to lessons.</li> <li>3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.</li> <li>4. Requiring students to support answers with evidence from the text.</li> <li>5. Providing extensive text-based research and writing opportunities (claims and evidence). 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,</li> </ol>

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	<p>development, and treatment. A student so exempted may not be penalized by reason of that exemption.</p> <p>The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year’s grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.</p>
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STANDARDS (34)

<a href="#"><u>HE.912.B.3.1:</u></a>	<p>Verify the validity of health information, products, and services. Remarks/Examples</p> <p>Understanding product-packaging claims, magazine articles, diet/nutritional supplements, energy drinks, exercise video or equipment, tanning salon, fitness club, health professionals, health-related community resources, CPR procedure, qualifications of service provider, type of service, type of product, product safety, and reliability.</p>
<a href="#"><u>HE.912.B.3.2:</u></a>	<p>Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information. Remarks/Examples</p> <p>Internet, family member, nurse, guidance counselor, physician, clinic, hotline, support group, community agency, domestic/dating-violence service provider, and first-aid training location, expense, services available, eligibility, scheduling appointments, healthcare, and mental-health resources.</p>
<a href="#"><u>HE.912.B.3.3:</u></a>	<p>Justify the validity of a variety of technologies to gather health information. Remarks/Examples</p> <p>Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
<a href="#"><u>HE.912.B.3.4:</u></a>	<p>Justify when professional health services or providers may be</p>

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

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	Interpersonal, financial, environmental factors, and accessibility of health information.
<a href="#"><u>HE.912.B.6.1:</u></a>	Evaluate personal health practices and overall health status to include all dimensions of health. Remarks/Examples Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.
<a href="#"><u>HE.912.B.6.2:</u></a>	Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks. Remarks/Examples Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness-program plan.
<a href="#"><u>HE.912.B.6.3:</u></a>	Implement strategies and monitor progress in achieving a personal health goal. Remarks/Examples Stress management, time out, using of a squeeze ball when frustrated, talking with a friend or professional, pacing yourself, setting realistic expectations, using rewards, getting support, and wellness promotion.
<a href="#"><u>HE.912.B.6.4:</u></a>	Formulate an effective long-term personal health plan. Remarks/Examples Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.
<a href="#"><u>HE.912.C.1.1:</u></a>	Predict how healthy behaviors can affect health status. Remarks/Examples Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical

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	and dental screenings; regular physical activity, and workplace safety.
<a href="#"><u>HE.912.C.1.5:</u></a>	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases. Remarks/Examples Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.
<a href="#"><u>HE.912.C.1.6:</u></a>	Evaluate the relationship between access to health care and health status. Remarks/Examples Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.
<a href="#"><u>HE.912.C.1.7:</u></a>	Analyze how heredity and family history can impact personal health. Remarks/Examples Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.
<a href="#"><u>HE.912.C.1.8:</u></a>	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors. Remarks/Examples Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.
<a href="#"><u>HE.912.C.2.1:</u></a>	Analyze how the family influences the health of individuals. Remarks/Examples Nutritional management of meals, composition of and relationships within families, and health-insurance status.

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

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<a href="#"><u>HE.912.C.2.7:</u></a>	Analyze how culture supports and challenges health beliefs, practices, and behaviors. Remarks/Examples Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.
<a href="#"><u>HE.912.C.2.9:</u></a>	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. Remarks/Examples Social conformity, self-discipline, and impulse vs. delayed gratification.
<a href="#"><u>HE.912.P.8.1:</u></a>	Demonstrate how to influence and support others in making positive health choices. Remarks/Examples Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.
<a href="#"><u>HE.912.P.8.2:</u></a>	Utilize current, accurate data/information to formulate a health-enhancing message. Remarks/Examples Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.
<a href="#"><u>HE.912.P.8.3:</u></a>	Work cooperatively as an advocate for improving personal, family, and community health. Remarks/Examples Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school

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	safety.
<a href="#"><u>LAFS.910.L.3.6:</u></a>	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<a href="#"><u>LAFS.910.RL.2.4:</u></a>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
<a href="#"><u>LAFS.910.W.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<a href="#"><u>LAFS.910.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>MAFS.912.S-MD.2.7:</u></a>	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

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# Course: Health for Expectant Parents-0800390

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4684>

## BASIC INFORMATION

<b>Course Number:</b>	0800390
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Health Education, Health, General, Health for Expectant Parents, HEALTH EXPER PARENTS, Expectant Parents
<b>Course Path:</b>	<p><b>Section:</b> Grades PreK to 12 Education Courses</p> <p><b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses</p> <p><b>Subject:</b> Health Education</p> <p><b>SubSubject:</b> General</p>
<b>Course Title:</b>	Health for Expectant Parents
<b>Course Abbreviated Title:</b>	HEALTH EXPER PARENTS
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	The purpose of this course is to develop knowledge and skills that promote a healthy baby, mother, and family. Emphasis is placed on human reproduction, fetal growth and development, physical

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changes during pregnancy, health care and nutrition for the expectant mother, the birth process, decision making, and family planning.

The content should include, but is not limited to, the following:

- Human reproduction
- Stages of fetal development
- Stages of physical, social, cognitive, and emotional development of an infant
- Physical and emotional development and care of expectant mother
- Birth process
- Pre and post natal care
- Disease prevention and control of common illnesses affecting mother and fetus
- Healthy lifestyle of family
- Family planning and care giving
- Parenting skills including prevention of child abuse, neglect, and infant mortality
- Family relationships including parental rights and responsibilities
- Communication, interpersonal and coping skills
- Responsible decision-making and goal-setting
- Health-related community resources
- Consumer skills

### **Instructional Practices**

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

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

	<p>the text.</p> <p>5. Providing extensive text-based research and writing opportunities (claims and evidence).</p> <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 (39)

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.

<a href="#"><u>HE.912.B.3.3:</u></a>	<p>Justify the validity of a variety of technologies to gather health information.</p> <p>Remarks/Examples</p> <p>Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
<a href="#"><u>HE.912.B.4.1:</u></a>	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Remarks/Examples</p> <p>Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
<a href="#"><u>HE.912.B.4.2:</u></a>	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Remarks/Examples</p> <p>Validate other’s opinions, use direct statement, use active statement, and offer alternatives.</p>
<a href="#"><u>HE.912.B.4.3:</u></a>	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p>

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	<p>Remarks/Examples</p> <p>Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
<a href="#"><u>HE.912.B.4.4:</u></a>	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Remarks/Examples</p> <p>Verbal and written communication, active listening, and how to seek help for a friend.</p>
<a href="#"><u>HE.912.B.5.1:</u></a>	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Remarks/Examples</p> <p>Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
<a href="#"><u>HE.912.B.5.2:</u></a>	<p>Generate alternatives to health-related issues or problems.</p> <p>Remarks/Examples</p> <p>Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.</p>
<a href="#"><u>HE.912.B.5.3:</u></a>	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others.</p> <p>Remarks/Examples</p> <p>Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.</p>
<a href="#"><u>HE.912.B.5.5:</u></a>	<p>Examine barriers that can hinder healthy decision making.</p> <p>Remarks/Examples</p> <p>Interpersonal, financial, environmental factors, and accessibility of health information.</p>

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<p><a href="#"><u>HE.912.B.6.1:</u></a></p>	<p>Evaluate personal health practices and overall health status to include all dimensions of health. Remarks/Examples</p> <p>Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.</p>
<p><a href="#"><u>HE.912.B.6.2:</u></a></p>	<p>Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks. Remarks/Examples</p> <p>Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness-program plan.</p>
<p><a href="#"><u>HE.912.B.6.3:</u></a></p>	<p>Implement strategies and monitor progress in achieving a personal health goal. Remarks/Examples</p> <p>Stress management, time out, using of a squeeze ball when frustrated, talking with a friend or professional, pacing yourself, setting realistic expectations, using rewards, getting support, and wellness promotion.</p>
<p><a href="#"><u>HE.912.B.6.4:</u></a></p>	<p>Formulate an effective long-term personal health plan. Remarks/Examples</p> <p>Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p>
<p><a href="#"><u>HE.912.C.1.1:</u></a></p>	<p>Predict how healthy behaviors can affect health status. Remarks/Examples</p> <p>Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
<p><a href="#"><u>HE.912.C.1.2:</u></a></p>	<p>Interpret the significance of interrelationships in</p>

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

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

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

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<a href="#"><u>HE.912.P.7.1:</u></a>	Analyze the role of individual responsibility in enhancing health. Remarks/Examples Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.
<a href="#"><u>HE.912.P.7.2:</u></a>	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks. Remarks/Examples Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.
<a href="#"><u>HE.912.P.8.1:</u></a>	Demonstrate how to influence and support others in making positive health choices. Remarks/Examples Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.
<a href="#"><u>HE.912.P.8.2:</u></a>	Utilize current, accurate data/information to formulate a health-enhancing message. Remarks/Examples Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.
<a href="#"><u>LAFS.910.L.3.6:</u></a>	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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<p><b><u>LAFS.910.RL.2.4:</u></b></p>	<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>
<p><b><u>LAFS.910.SL.1.1:</u></b></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
<p><b><u>LAFS.910.W.2.6:</u></b></p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>
<p><b><u>MAFS.912.S-MD.2.7:</u></b></p>	<p>Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).</p>

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# Course: Parenting 1- 0800370

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4680>

## BASIC INFORMATION

<b>Course Number:</b>	0800370
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Health Education, Health, General, Parenting 1, Parenting, PARENTING 1
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Health Education <b>SubSubject:</b> General
<b>Course Title:</b>	Parenting 1
<b>Course Abbreviated Title:</b>	PARENTING 1
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	This course provides students with skills and information to enable them to care for and nurture the infant child. Emphasis is placed on child safety, nutrition, and growth and development. Additional content includes care of the sick or injured child, parental rights and responsibilities, consumer skills, and building positive family relationships.

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The content should include, but is not limited to, the following:

- **Family life**
- **Personal health**
- **Internet safety**
- **Mental and emotional health**
- **Nutrition**
- **Injury prevention and safety**
- **Personal health**
- **Prevention and control of disease**
- **Community and consumer health**

#### **Instructional Practices**

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

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

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

#### **STANDARDS (37)**

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

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expected to meet each year’s grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

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

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

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<p><b><u>HE.912.B.5.3:</u></b></p>	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others. Remarks/Examples</p> <p>Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.</p>
<p><b><u>HE.912.B.5.5:</u></b></p>	<p>Examine barriers that can hinder healthy decision making. Remarks/Examples</p> <p>Interpersonal, financial, environmental factors, and accessibility of health information.</p>
<p><b><u>HE.912.C.1.1:</u></b></p>	<p>Predict how healthy behaviors can affect health status. Remarks/Examples</p> <p>Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
<p><b><u>HE.912.C.1.2:</u></b></p>	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health. Remarks/Examples</p> <p>Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
<p><b><u>HE.912.C.1.3:</u></b></p>	<p>Evaluate how environment and personal health are interrelated. Remarks/Examples</p> <p>Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p>
<p><b><u>HE.912.C.1.4:</u></b></p>	<p>Propose strategies to reduce or prevent injuries and health problems. Remarks/Examples</p> <p>Mandatory passenger-restraint/helmet laws, refusal skills,</p>

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	<p>mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
<a href="#"><u>HE.912.C.1.5:</u></a>	<p>Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.</p> <p>Remarks/Examples</p> <p>Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.</p>
<a href="#"><u>HE.912.C.1.6:</u></a>	<p>Evaluate the relationship between access to health care and health status.</p> <p>Remarks/Examples</p> <p>Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.</p>
<a href="#"><u>HE.912.C.1.7:</u></a>	<p>Analyze how heredity and family history can impact personal health.</p> <p>Remarks/Examples</p> <p>Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.</p>
<a href="#"><u>HE.912.C.1.8:</u></a>	<p>Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.</p> <p>Remarks/Examples</p> <p>Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.</p>
<a href="#"><u>HE.912.C.2.1:</u></a>	<p>Analyze how the family influences the health of individuals.</p> <p>Remarks/Examples</p> <p>Nutritional management of meals, composition of and relationships within families, and health-insurance status.</p>

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

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<a href="#"><u>HE.912.C.2.7:</u></a>	Analyze how culture supports and challenges health beliefs, practices, and behaviors. Remarks/Examples Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.
<a href="#"><u>HE.912.C.2.8:</u></a>	Analyze how the perceptions of norms influence healthy and unhealthy behaviors. Remarks/Examples Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.
<a href="#"><u>HE.912.C.2.9:</u></a>	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. Remarks/Examples Social conformity, self-discipline, and impulse vs. delayed gratification.
<a href="#"><u>HE.912.P.7.1:</u></a>	Analyze the role of individual responsibility in enhancing health. Remarks/Examples Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.
<a href="#"><u>HE.912.P.7.2:</u></a>	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks. Remarks/Examples Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.
<a href="#"><u>HE.912.P.8.1:</u></a>	Demonstrate how to influence and support others in making

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# Course: Parenting 2- 0800380

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4676>

## BASIC INFORMATION

<b>Course Number:</b>	0800380
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Health Education, Health, General, Parenting 2, PARENTING 2, Parenting
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Health Education <b>SubSubject:</b> General
<b>Course Title:</b>	Parenting 2
<b>Course Abbreviated Title:</b>	PARENTING 2
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	This course provides students with skills and information to enable them to care for and nurture the toddler and pre school-age child. Emphases are placed on child safety, nutrition, and growth and development. Additional content includes care of the sick or injured child, parental rights and responsibilities, consumer skills, and building positive family relationships.

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The content should include, but is not limited to, the following:

- **Family life**
- **Personal health**
- **Internet safety**
- **Mental and emotional health**
- **Nutrition**
- **Injury prevention and safety**
- **Personal health**
- **Prevention and control of disease**
- **Community and consumer health**

### **Instructional Practices**

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

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

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

## STANDARDS (35)

The following standards focus on yearly instruction to ensure that students gain adequate

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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><b><u>HE.912.B.3.1:</u></b></p>	<p>Verify the validity of health information, products, and services. Remarks/Examples</p> <p>Understanding product-packaging claims, magazine articles, diet/nutritional supplements, energy drinks, exercise video or equipment, tanning salon, fitness club, health professionals, health-related community resources, CPR procedure, qualifications of service provider, type of service, type of product, product safety, and reliability.</p>
<p><b><u>HE.912.B.3.3:</u></b></p>	<p>Justify the validity of a variety of technologies to gather health information. Remarks/Examples</p> <p>Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
<p><b><u>HE.912.B.4.1:</u></b></p>	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health. Remarks/Examples</p> <p>Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
<p><b><u>HE.912.B.4.2:</u></b></p>	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. Remarks/Examples</p> <p>Validate other’s opinions, use direct statement, use active statement, and offer alternatives.</p>
<p><b><u>HE.912.B.4.3:</u></b></p>	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. Remarks/Examples</p> <p>Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>

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<a href="#"><u>HE.912.B.4.4:</u></a>	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others. Remarks/Examples Verbal and written communication, active listening, and how to seek help for a friend.
<a href="#"><u>HE.912.B.5.1:</u></a>	Determine the value of applying a thoughtful decision-making process in health-related situations. Remarks/Examples Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.
<a href="#"><u>HE.912.B.5.2:</u></a>	Generate alternatives to health-related issues or problems. Remarks/Examples Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.
<a href="#"><u>HE.912.B.5.3:</u></a>	Appraise the potential short-term and long-term outcomes of each alternative on self and others. Remarks/Examples Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.
<a href="#"><u>HE.912.B.5.5:</u></a>	Examine barriers that can hinder healthy decision making. Remarks/Examples Interpersonal, financial, environmental factors, and accessibility of health information.
<a href="#"><u>HE.912.C.1.1:</u></a>	Predict how healthy behaviors can affect health status. Remarks/Examples Making positive choices/avoiding risky behaviors: healthy food,

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

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

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<p><a href="#"><u>HE.912.C.2.4:</u></a></p>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention. Remarks/Examples</p> <p>Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
<p><a href="#"><u>HE.912.C.2.5:</u></a></p>	<p>Evaluate the effect of media on personal and family health. Remarks/Examples</p> <p>Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
<p><a href="#"><u>HE.912.C.2.6:</u></a></p>	<p>Evaluate the impact of technology on personal, family, and community health. Remarks/Examples</p> <p>Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.</p>
<p><a href="#"><u>HE.912.C.2.7:</u></a></p>	<p>Analyze how culture supports and challenges health beliefs, practices, and behaviors. Remarks/Examples</p> <p>Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</p>
<p><a href="#"><u>HE.912.C.2.8:</u></a></p>	<p>Analyze how the perceptions of norms influence healthy and unhealthy behaviors. Remarks/Examples</p> <p>Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.</p>

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<p><a href="#"><u>HE.912.C.2.9:</u></a></p>	<p>Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. Remarks/Examples</p> <p>Social conformity, self-discipline, and impulse vs. delayed gratification.</p>
<p><a href="#"><u>HE.912.P.7.1:</u></a></p>	<p>Analyze the role of individual responsibility in enhancing health. Remarks/Examples</p> <p>Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.</p>
<p><a href="#"><u>HE.912.P.7.2:</u></a></p>	<p>Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks. Remarks/Examples</p> <p>Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.</p>
<p><a href="#"><u>HE.912.P.8.1:</u></a></p>	<p>Demonstrate how to influence and support others in making positive health choices. Remarks/Examples</p> <p>Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.</p>
<p><a href="#"><u>LAFS.910.L.3.6:</u></a></p>	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p><a href="#"><u>LAFS.910.RL.2.4:</u></a></p>	<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and</p>

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	tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
<a href="#"><u>LAFS.910.SL.1.1:</u></a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#"><u>LAFS.910.W.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
<a href="#"><u>MAFS.912.S-MD.2.7:</u></a>	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

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# Course: Personal, Social, and Family Relationships- 0800330

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4672>

## BASIC INFORMATION

<b>Course Number:</b>	0800330
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Health Education, Health, General, Personal, Social, and Family Relationships, PERSON SOC FAM RLSH
<b>Course Path:</b>	<p><b>Section:</b> Grades PreK to 12 Education Courses</p> <p><b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses</p> <p><b>Subject:</b> Health Education</p> <p><b>SubSubject:</b> General</p>
<b>Course Title:</b>	Personal, Social, and Family Relationships
<b>Course Abbreviated Title:</b>	PERSON SOC FAM RLSH
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	The purpose of this course is to develop advanced knowledge and skills that promote positive social and emotional interactions and relationships. The content includes in-depth study of basic

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human needs, self-awareness and acceptance.

The content should include, but is not limited to, the following:

- **Teen dating violence**
- **Mental and emotional health** (stress management, coping skills, suicide prevention, conflict-resolution, peer mediation, and negotiation skills)
- **Family life** (family dynamics, parenting skills, prevention of child abuse and neglect)
- **Community health** (health-related community resources)
- **Internet Safety**
- **Prevention and control of disease** (HIV/AIDS and other STIs)
- **Personal health** (human growth and development through adulthood including human sexuality, abstinence from sexual activity, and teen pregnancy prevention, responsible decision-making and goal-setting)

#### **Instructional Practices**

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

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

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

## STANDARDS (42)

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

<p><b><u>HE.912.B.3.1:</u></b></p>	<p>Verify the validity of health information, products, and services. Remarks/Examples</p> <p>Understanding product-packaging claims, magazine articles, diet/nutritional supplements, energy drinks, exercise video or equipment, tanning salon, fitness club, health professionals, health-related community resources, CPR procedure, qualifications of service provider, type of service, type of product, product safety, and reliability.</p>
<p><b><u>HE.912.B.3.2:</u></b></p>	<p>Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information. Remarks/Examples</p> <p>Internet, family member, nurse, guidance counselor, physician, clinic, hotline, support group, community agency, domestic/dating-violence service provider, and first-aid training location, expense, services available, eligibility, scheduling appointments, healthcare, and mental-health resources.</p>
<p><b><u>HE.912.B.3.3:</u></b></p>	<p>Justify the validity of a variety of technologies to gather health information. Remarks/Examples</p> <p>Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
<p><b><u>HE.912.B.3.4:</u></b></p>	<p>Justify when professional health services or providers may be required.</p>

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	<p>Remarks/Examples</p> <p>Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.</p>
<a href="#"><u>HE.912.B.4.1:</u></a>	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Remarks/Examples</p> <p>Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
<a href="#"><u>HE.912.B.4.2:</u></a>	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Remarks/Examples</p> <p>Validate other's opinions, use direct statement, use active statement, and offer alternatives.</p>
<a href="#"><u>HE.912.B.4.3:</u></a>	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>Remarks/Examples</p> <p>Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
<a href="#"><u>HE.912.B.4.4:</u></a>	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Remarks/Examples</p> <p>Verbal and written communication, active listening, and how to seek help for a friend.</p>
<a href="#"><u>HE.912.B.5.1:</u></a>	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Remarks/Examples</p> <p>Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and</p>

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

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<p><a href="#"><u>HE.912.B.6.3:</u></a></p>	<p>Implement strategies and monitor progress in achieving a personal health goal. Remarks/Examples</p> <p>Stress management, time out, using of a squeeze ball when frustrated, talking with a friend or professional, pacing yourself, setting realistic expectations, using rewards, getting support, and wellness promotion.</p>
<p><a href="#"><u>HE.912.B.6.4:</u></a></p>	<p>Formulate an effective long-term personal health plan. Remarks/Examples</p> <p>Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p>
<p><a href="#"><u>HE.912.C.1.1:</u></a></p>	<p>Predict how healthy behaviors can affect health status. Remarks/Examples</p> <p>Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
<p><a href="#"><u>HE.912.C.1.2:</u></a></p>	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health. Remarks/Examples</p> <p>Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
<p><a href="#"><u>HE.912.C.1.3:</u></a></p>	<p>Evaluate how environment and personal health are interrelated. Remarks/Examples</p> <p>Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p>
<p><a href="#"><u>HE.912.C.1.4:</u></a></p>	<p>Propose strategies to reduce or prevent injuries and health problems. Remarks/Examples</p>

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	Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.
<a href="#"><u>HE.912.C.1.5:</u></a>	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases. Remarks/Examples Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.
<a href="#"><u>HE.912.C.1.6:</u></a>	Evaluate the relationship between access to health care and health status. Remarks/Examples Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.
<a href="#"><u>HE.912.C.1.7:</u></a>	Analyze how heredity and family history can impact personal health. Remarks/Examples Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.
<a href="#"><u>HE.912.C.1.8:</u></a>	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors. Remarks/Examples Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.
<a href="#"><u>HE.912.C.2.1:</u></a>	Analyze how the family influences the health of individuals. Remarks/Examples Nutritional management of meals, composition of and relationships within families, and health-insurance status.

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

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	websites, Internet safety, and disease prevention and control.
<a href="#"><u>HE.912.C.2.7:</u></a>	Analyze how culture supports and challenges health beliefs, practices, and behaviors. Remarks/Examples Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.
<a href="#"><u>HE.912.C.2.8:</u></a>	Analyze how the perceptions of norms influence healthy and unhealthy behaviors. Remarks/Examples Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.
<a href="#"><u>HE.912.C.2.9:</u></a>	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. Remarks/Examples Social conformity, self-discipline, and impulse vs. delayed gratification.
<a href="#"><u>HE.912.P.7.1:</u></a>	Analyze the role of individual responsibility in enhancing health. Remarks/Examples Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.
<a href="#"><u>HE.912.P.8.1:</u></a>	Demonstrate how to influence and support others in making positive health choices. Remarks/Examples Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.

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Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)  
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

<p><a href="#"><u>HE.912.P.8.2:</u></a></p>	<p>Utilize current, accurate data/information to formulate a health-enhancing message. Remarks/Examples</p> <p>Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.</p>
<p><a href="#"><u>HE.912.P.8.3:</u></a></p>	<p>Work cooperatively as an advocate for improving personal, family, and community health. Remarks/Examples</p> <p>Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.</p>
<p><a href="#"><u>LAFS.910.L.3.6:</u></a></p>	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p><a href="#"><u>LAFS.910.RL.2.4:</u></a></p>	<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>
<p><a href="#"><u>LAFS.910.SL.1.1:</u></a></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</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)

	<ul style="list-style-type: none"> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
<p><b><u>LAFS.910.W.2.6:</u></b></p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>
<p><b><u>MAFS.912.S-MD.2.7:</u></b></p>	<p>Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).</p>

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)

	<p>positive health choices. Remarks/Examples</p> <p>Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.</p>
<p><a href="#"><u>LAFS.910.L.3.6:</u></a></p>	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p><a href="#"><u>LAFS.910.RL.2.4:</u></a></p>	<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>
<p><a href="#"><u>LAFS.910.SL.1.1:</u></a></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when</li> </ol>

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)

<b>Course Number:</b>	0900300
<b>Course Title:</b>	Humanities Survey
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	HUM SURV
<b>Credit:</b>	0.5
<b>Course Length:</b>	Semester
<b>Course Level:</b>	2
<b>Course Status:</b>	Draft-SBE approval pending

**General Notes:** The purpose of this course is to enable students to survey major creative expressions of the cultural heritage of selected civilizations through study of the arts and their connections to areas such as literature, history, philosophy, and religion. Emphasis will be on the impact of cultural heritage on contemporary society and culture.

The content should include, but not be limited to, the following:

- Reflection of culture through the visual and performing arts
- Influence of historical events on the development of various civilizations
- Effect of history and culture on today's societies

**Special Notes:**                                      **Instructional Practices**

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

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

## **RELATED BENCHMARKS**

### **LAFS.910.RH.1 Key Ideas and Details**

LAFS.910.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

### **LAFS.910.RH.2 Craft and Structure**

LAFS.910.RH.2.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

### **LAFS.910.RH.3: Integration of Knowledge and Ideas**

LAFS.910.RH.3.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

### **LAFS.910.WHST.2: Production and Distribution of Writing**

LAFS.910.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### **LAFS.910.WHST.3: Research to Build and Present Knowledge**

LAFS.910.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.

## **Speaking and Listening**

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

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

LAFS.910.SL.1.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

LAFS.910.SL.1.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

### **LAFS.910.SL.2 Presentation of Knowledge and Ideas**

LAFS.910.SL.2.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to the purpose, audience, and task.

LAFS.910.SL.2.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

## **MAFS.K12.MP Mathematical Practices**

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

- MAFS.K12.MP.3 Construct viable arguments and critique the reasoning of others.
- MAFS.K12.MP.5 Use appropriate tools strategically.
- MAFS.K12.MP.6 Attend to precision.

MU.912.H.1.1 Investigate and discuss how a culture's traditions are reflected through its music.

MU.912.H.1.4 Analyze how Western music has been influenced by historical and current world cultures.

MU.912.H.2.1 Evaluate the social impact of music on specific historical periods.

MU.912.H.2.3 Analyze the evolution of a music genre.

SS.912.H.1.1 Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.

SS.912.H.1.2 Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.

SS.912.H.1.3 Relate works in the arts to various cultures.

SS.912.H.1.4 Explain philosophical beliefs as they relate to works in the arts.

SS.912.H.1.5 Examine artistic response to social issues and new ideas in various cultures.

SS.912.H.1.6 Analyze how current events are explained by artistic and cultural trends of the past.

SS.912.H.1.7 Know terminology of art forms (narthex, apse, and triforium of Gothic cathedral) within cultures and use appropriately in oral and written references.

SS.912.H.2.4 Examine the effects that works in the arts have on groups, individuals, and cultures.

TH.912.H.1.1 Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.

TH.912.H.1.4 Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.

TH.912.H.2.2 Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.

<b>Course Number:</b>	0900310
<b>Course Title:</b>	Humanities 1 (to 1500) Honors
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	HUM 1 HON
<b>Credit:</b>	1.0
<b>Course Length:</b>	Year
<b>Course Level:</b>	3
<b>Course Status:</b>	Draft – SBE approval pending

**General Notes:** The purpose of this course is to enable students to examine, understand, and respond to creative efforts of individuals and societies through interdisciplinary study of the arts and their connections to areas such as history, literature, philosophy, and religion from early civilizations to 1500, including ancient Greece and Rome, the Byzantine empire, and medieval European society.

The content should include, but not be limited to, the following:

- characteristics of the visual and performing arts
- influence of history, literature, philosophy, and religion on the arts
- analysis of ideas and artistic expression across varied cultures
- critical evaluation of exemplars in the visual and performing arts
- contributions of major visual and performing artists
- impact of history and culture on today's societies and cultures

**Honors/Advanced** courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project.

**Special Notes:** **Instructional Practices**

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

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.



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

### **RELATED BENCHMARKS**

#### **LAFS.910.RH.1**

LAFS.910.RH.1.1:

LAFS.910.RH.1.2:

LAFS.910.RH.1.3:

#### **LAFS.910.RH.2**

LAFS.910.RH.2.4:

LAFS.910.RH.2.5:

LAFS.910.RH.2.6:

#### **LAFS.910.RH.3:**

LAFS.910.RH.3.7:

LAFS.910.RH.3.8:

LAFS.910.RH.3.9:

#### **LAFS.910.RH.4:**

LAFS.910.RH.4.10:

#### **LAFS.910.WHST.1**

LAFS.910.WHST.1.1:

#### **Key Ideas and Details**

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

#### **Craft and Structure**

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

#### **Integration of Knowledge and Ideas**

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Assess the extent to which the reasoning and evidence in a text support the author's claims.

Compare and contrast treatments of the same topic in several primary and secondary sources.

#### **Range of Reading and Level of Text Complexity**

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

#### **Text Types and Purposes**

Write arguments focused on discipline-specific content.

LAFS.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LAFS.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LAFS.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LAFS.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LAFS.910.WHST.1.2b:	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LAFS.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LAFS.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LAFS.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LAFS.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.910.WHST.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LAFS.910.WHST.2.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**LAFS.910.WHST.3: Research to Build and Present Knowledge**

LAFS.910.WHST.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LAFS.910.WHST.3.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LAFS.910.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.

**LAFS.910.WHST.4: Range of Writing**

LAFS.910.WHST.4.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Speaking and Listening**

**LAFS.910.SL.1 Comprehension and Collaboration**

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

LAFS.910.SL.1.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

LAFS.910.SL.1.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**LAFS.910.SL.2 Presentation of Knowledge and Ideas**

LAFS.910.SL.2.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to the purpose, audience, and task.

LAFS.910.SL.2.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings,

reasoning, and evidence and to add interest.

**MAFS.K12.MP Mathematical Practices**

- MAFS.K12.MP.1 Make sense of problems and persevere in solving them.
- MAFS.K12.MP.3 Construct viable arguments and critique the reasoning of others.
- MAFS.K12.MP.5 Use appropriate tools strategically.
- MAFS.K12.MP.6 Attend to precision.

DA.912.H.2.1 Survey cultural trends and historically significant events, in parallel with the history of dance, to understand how each helped shape dance as an art form.

DA.912.H.2.2 Explore how perceptions of gender, race age, and physical ability have challenged dance artists in various cultures, and how changing perceptions have affected dance as an art form.

DA.912.C.1.3 Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response.

MU.912.C.1.2 Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.

MU.912.C.2.2 Evaluate performance quality in recorded and/or live performances.

MU.912.H.1.1 Investigate and discuss how a culture's traditions are reflected through its music.

MU.912.H.1.2 Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.

MU.912.H.2.1 Evaluate the social impact of music on specific historical periods.

MU.912.H.3.1 Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.

SS.912.H.1.1 Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.

SS.912.H.1.2 Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.

SS.912.H.1.3 Relate works in the arts to various cultures.

- SS.912.W.1.5 Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
- SS.912.W.2.5 Explain the contributions of the Byzantine Empire.
- SS.912.W.2.17 Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.
- TH.912.C.1.4 Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.
- TH.912.H.1.1 analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
- TH.912.H.1.2 Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
- TH.912.H.2.1 Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
- TH.912.H.2.2 Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
- VA.912.C.1.8 Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
- VA.912.C.2.8 Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
- VA.912.C.3.2 Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
- VA.912.H.1.1 Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.

**Course Number:** 0900320  
**Course Title:** Humanities 2 (since 1500) Honors  
**Course Section:** Grades PreK to 12 Education Courses  
**Abbreviated Title:** HUM 2 HON  
**Credit:** 1.0  
**Course Length:** Year  
**Course Level:** 3  
**Course Status:** SBE approval pending

**General Notes:** The purpose of this course is to enable students to examine, understand, and respond to creative efforts of individuals and societies through interdisciplinary study of the arts and their connections to areas such as history, literature, philosophy, and religion since 1500, including the Renaissance, the Scientific Revolution, and the Enlightenment, among others.

The content should include, but not be limited to, the following:

- characteristics of the visual and performing arts
- influence of history, literature, philosophy, and religion on the arts
- analysis of ideas and artistic expression across varied cultures
- critical evaluation of exemplars in the visual and performing arts
- contributions of major visual and performing artists
- impact of history and culture on today's societies and cultures

**Honors/Advanced** courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project.

**Special Notes:**

**Instructional Practices**

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

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

## **RELATED BENCHMARKS**

### **LAFS.910.RH.1**

LAFS.910.RH.1.1:

#### **Key Ideas and Details**

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LAFS.910.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LAFS.910.RH.1.3:

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

### **LAFS.910.RH.2**

LAFS.910.RH.2.4:

#### **Craft and Structure**

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LAFS.910.RH.2.5:

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LAFS.910.RH.2.6:

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

### **LAFS.910.RH.3:**

LAFS.910.RH.3.7:

#### **Integration of Knowledge and Ideas**

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LAFS.910.RH.3.8:

Assess the extent to which the reasoning and evidence in a text support the author's claims.

LAFS.910.RH.3.9:

Compare and contrast treatments of the same topic in several primary and secondary sources.

### **LAFS.910.RH.4:**

#### **Range of Reading and Level of Text Complexity**

LAFS.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<b>LAFS.910.WHST.1</b>	<b>Text Types and Purposes</b>
LAFS.910.WHST.1.1:	Write arguments focused on discipline-specific content.
LAFS.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LAFS.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
LAFS.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LAFS.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LAFS.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LAFS.910.WHST.1.2b:	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
LAFS.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LAFS.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LAFS.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.



LAFS.910.WHST.1.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**LAFS.910.WHST.2: Production and Distribution of Writing**

LAFS.910.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.910.WHST.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LAFS.910.WHST.2.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**LAFS.910.WHST.3: Research to Build and Present Knowledge**

LAFS.910.WHST.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LAFS.910.WHST.3.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LAFS.910.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.

**LAFS.910.WHST.4: Range of Writing**

LAFS.910.WHST.4.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Speaking and Listening**

**LAFS.910.SL.1 Comprehension and Collaboration**

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

LAFS.910.SL.1.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

LAFS.910.SL.1.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

## **LAFS.910.SL.2 Presentation of Knowledge and Ideas**

- LAFS.910.SL.2.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to the purpose, audience, and task.
- LAFS.910.SL.2.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

## **MAFS.K12.MP Mathematical Practices**

- MAFS.K12.MP.1 Make sense of problems and persevere in solving them.
- MAFS.K12.MP.3 Construct viable arguments and critique the reasoning of others.
- MAFS.K12.MP.5 Use appropriate tools strategically.
- MAFS.K12.MP.6 Attend to precision.

DA.912.C.1.3 Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response.

DA.912.H.2.1 Survey cultural trends and historically significant events, in parallel with the history of dance, to understand how each helped shape dance as an art form.

DA.912.H.2.2 Explore how perceptions of gender, race age, and physical ability have challenged dance artists in various cultures, and how changing perceptions have affected dance as an art form.

MU.912.C.1.2 Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.

MU.912.C.2.2 Evaluate performance quality in recorded and/or live performances.

MU.912.H.1.1 Investigate and discuss how a culture's traditions are reflected through its music.

MU.912.H.1.2 Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.

MU.912.H.2.1 Evaluate the social impact of music on specific historical periods.

SS.912.H.1.1 Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.

SS.912.H.1.2 Describe how historical events, social context, and culture impact forms,

techniques, and purposes of works in the arts, including the relationship between a government and its citizens.

- SS.912.H.1.3 Relate works in the arts to various cultures.
- SS.912.H.3.2 Identify social, more, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
- SS.912.W.4.2 Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).
- SS.912.W.4.4 Identify characteristics of Renaissance humanism in works of art.
- SS.912.W.4.5 Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.
- SS.912.W.5.4 Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
- TH.912.C.1.4 Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.
- TH.912.H.1.4 Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
- TH.912.H.2.1 Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
- TH.912.H.2.2 Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
- TH.912.H.2.5 Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
- VA.912.C.1.6 Identify rationale for aesthetic choices in recording visual media.
- VA.912.C.1.8 Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
- VA.912.C.3.2 Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of “art.”

VA.912.H.1.1 Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.

VA.912.H.1.3 Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.

- VA.912.C.1.6 Identify rationale for aesthetic choices in recording visual media.
- VA.9.12.H.1.1 Analyze the impact of social, ecological, economic, religious, and or political issues on the function or meaning of artwork.
- VA.912.H.1.8 Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art.
- VA.912.H.1.3 Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.
- VA.912.C.1.6 Identify rationale for aesthetic choices in recording visual media.
- VA.9.12.H.1.1 Analyze the impact of social, ecological, economic, religious, and or political issues on the function or meaning of artwork.
- VA.912.H.1.8 Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art.
- VA.912.H.1.3 Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.
- VA.912.H.1.8 Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art.
- VA.912.H.1.9 Describe the significance of major artists, architects, or masterworks to understand their historical influences.
- VA.912.H.1.10 Describe and analyze the characteristics of a culture and its people to create personal art reflecting daily life and/or the specified environment.

	warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<a href="#"><u>LAFS.910.W.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<a href="#"><u>MAFS.912.S-MD.2.7:</u></a>	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

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# Course: Advanced Aerospace Science-1800340

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/5081>

## BASIC INFORMATION

<b>Course Number:</b>	1800340
<b>Keyword:</b>	Grades PreK To 12 Education Courses, courses, Grades 9 To 12, Adult Education Courses, education courses, general, ROTC, ROTC And Military Training, Military training, training, Air Force Jr., Advanced Aerospace Science, ADV AERO SCI, advance
<b>Course Path:</b>	<p><b>Section:</b> Grades PreK to 12 Education Courses</p> <p><b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses</p> <p><b>Subject:</b> ROTC and Military Training</p> <p><b>SubSubject:</b> Air Force Jr ROTC</p>
<b>Course Title:</b>	Advanced Aerospace Science
<b>Course Abbreviated Title:</b>	ADV AERO SCI
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p><u>Instructional Practices:</u></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</p>

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also helps student learning:

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

Additional Benchmarks Related to Career and Technical Education

**(Aerospace Technologies Program):**

**16.0 Demonstrate an understanding of and be able to select and use transportation technologies.**

16.01 Analyze the vital role played by transportation in the operation of other technologies, such as manufacturing, construction, communication, health and safety, and agriculture.

16.02 Define intermodalism as the use of different modes of transportation, such as highways, railways, and waterways as part of an interconnected system that can move people and goods easily from one mode to another.

16.03 Discuss how transportation services and methods have led to a population that is regularly on the move.

16.04 Identify processes and innovative techniques involved in the design of intelligent and non-intelligent transportation systems.

**41.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.**

41.01 Employ leadership skills to accomplish organizational goals and objectives.

41.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.

41.03 Conduct and participate in meetings to accomplish work tasks.

41.04 Employ mentoring skills to inspire and teach others.

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STANDARDS (20)

<p><a href="#"><u>HE.912.B.4.3:</u></a></p>	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. Remarks/Examples</p> <p>Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
<p><a href="#"><u>HE.912.B.5.1:</u></a></p>	<p>Determine the value of applying a thoughtful decision-making process in health-related situations. Remarks/Examples</p> <p>Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
<p><a href="#"><u>HE.912.B.6.4:</u></a></p>	<p>Formulate an effective long-term personal health plan. Remarks/Examples</p> <p>Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p>
<p><a href="#"><u>HE.912.C.2.2:</u></a></p>	<p>Compare how peers influence healthy and unhealthy behaviors. Remarks/Examples</p> <p>Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
<p><a href="#"><u>HE.912.C.2.5:</u></a></p>	<p>Evaluate the effect of media on personal and family health. Remarks/Examples</p> <p>Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources,</p>

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	<p>participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
<a href="#"><u>LAFS.1112.RST.3.7:</u></a>	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
<a href="#"><u>LAFS.1112.RST.3.8:</u></a>	<p>Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p>
<a href="#"><u>LAFS.910.SL.1.1:</u></a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#"><u>LAFS.910.SI.1.3:</u></a>	<p>Evaluate a speaker’s point of view, reasoning, and use of</p>

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	evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>MAFS.912.S-ID.1.2:</u></a>	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. Remarks/Examples In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
<a href="#"><u>MACC.912.S-MD.2.7:</u></a>	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).
<a href="#"><u>SS.912.A.2.2:</u></a>	Assess the influence of significant people or groups on Reconstruction. Remarks/Examples Examples may include, but are not limited to, Andrew Johnson, Radical Republicans, Jefferson Davis, Frederick Douglass, Ulysses S. Grant, Robert E. Lee, William T. Sherman, Buffalo Soldiers, Harriet Tubman, and Sojourner Truth.
<a href="#"><u>SS.912.A.3.3:</u></a>	Compare the first and second Industrial Revolutions in the United States. Remarks/Examples Examples may include, but are not limited to, trade, development of new industries.
<a href="#"><u>SS.912.A.4.7:</u></a>	Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).
<a href="#"><u>SS.912.A.6.5:</u></a>	Explain the impact of World War II on domestic government policy. Remarks/Examples Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African

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	Americans, women, Jews, and other refugees.
<a href="#"><u>SS.912.C.1.1:</u></a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#"><u>SS.912.C.1.5:</u></a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
<a href="#"><u>SS.912.C.2.2:</u></a>	Evaluate the importance of political participation and civic participation.
<a href="#"><u>SS.912.C.2.6:</u></a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
<a href="#"><u>SS.912.C.3.14:</u></a>	Examine constitutional powers (expressed, implied, concurrent, reserved).

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# Course: Aerospace Science 1- 1800300

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4145>

## BASIC INFORMATION

<b>Course Number:</b>	1800300
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	Grades PreK To 12 Education Courses, courses, Grades 9 To 12, Adult Education Courses, education courses, general, ROTC, ROTC And Military Training, Military training, training, Air Force Jr., Aerospace Science 1, AERO SCI 1
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> ROTC and Military Training <b>SubSubject:</b> Air Force Jr ROTC
<b>Course Title:</b>	Aerospace Science 1
<b>Course Abbreviated Title:</b>	AERO SCI 1
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	The purpose of this course is to enable students to develop knowledge of the historical development of flight and the role of the military in history. Students also develop knowledge of the AFJROTC, individual self-control, citizenship, wellness, health, and fitness. Students practice basic drill techniques and conduct military ceremonies.

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**Special Notes:**

Instructional Practices:

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

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

Additional Benchmarks Related to Career and Technical Education:

**(Aerospace Technologies Program):**

**18.0 Demonstrate an understanding of the history and development of aviation and space transportation.**

18.01 Describe early attempts at flight prior to the Wright Brothers flight in 1902.

18.02 Outline the early attempts at heavier than air powered flight.

18.03 Describe the affect of air power on the outcome of world conflict.

18.05 Outline the beginnings of commercial aviation.

18.06 Identify the early research centers for aeronautics in the United States.

STANDARDS (28)

**HE.912.B.6.4:**

Formulate an effective long-term personal health plan.  
Remarks/Examples

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	Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.
<a href="#"><u>HE.912.C.1.1:</u></a>	<p>Predict how healthy behaviors can affect health status. Remarks/Examples</p> <p>Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
<a href="#"><u>HE.912.C.1.3:</u></a>	<p>Evaluate how environment and personal health are interrelated. Remarks/Examples</p> <p>Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p>
<a href="#"><u>HE.912.C.1.4:</u></a>	<p>Propose strategies to reduce or prevent injuries and health problems. Remarks/Examples</p> <p>Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
<a href="#"><u>HE.912.C.2.2:</u></a>	<p>Compare how peers influence healthy and unhealthy behaviors. Remarks/Examples</p> <p>Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
<a href="#"><u>HE.912.C.2.5:</u></a>	<p>Evaluate the effect of media on personal and family health. Remarks/Examples</p> <p>Compares brand-name/store-brand items in home, analyzes</p>

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	<p>television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
<p><a href="#"><u>LAFS.1112.RST.2.4:</u></a></p>	<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p>
<p><a href="#"><u>LAFS.1112.RST.3.7:</u></a></p>	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
<p><a href="#"><u>LAFS.910.L.3.4:</u></a></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ol>
<p><a href="#"><u>LAFS.910.RI.2.4:</u></a></p>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>

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<p><b><u>LAFS.910.SL.1.1:</u></b></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<p><b><u>LAFS.910.W.2.6:</u></b></p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>
<p><b><u>MAFS.912.S-ID.1.2:</u></b></p>	<p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</p> <p>Remarks/Examples</p> <p>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>

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<a href="#"><u>MAFS.912.S-MD.2.7:</u></a>	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).
<a href="#"><u>SS.912.A.2.1:</u></a>	<p>Review causes and consequences of the Civil War.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.</p>
<a href="#"><u>SS.912.A.2.2:</u></a>	<p>Assess the influence of significant people or groups on Reconstruction.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Andrew Johnson, Radical Republicans, Jefferson Davis, Frederick Douglass, Ulysses S. Grant, Robert E. Lee, William T. Sherman, Buffalo Soldiers, Harriet Tubman, and Sojourner Truth.</p>
<a href="#"><u>SS.912.A.3.2:</u></a>	Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.
<a href="#"><u>SS.912.A.3.3:</u></a>	<p>Compare the first and second Industrial Revolutions in the United States.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, trade, development of new industries.</p>
<a href="#"><u>SS.912.A.4.5:</u></a>	<p>Examine causes, course, and consequences of United States involvement in World War I.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the <i>Lusitania</i>, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.</p>

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<a href="#"><u>SS.912.A.4.7:</u></a>	Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).
<a href="#"><u>SS.912.A.6.1:</u></a>	Examine causes, course, and consequences of World War II on the United States and the world. Remarks/Examples Examples may include, but are not limited to, rise of dictators, attack on Pearl Harbor, Nazi party, American neutrality, D-Day, Battle of the Bulge, War in the Pacific, internment camps, Holocaust, Yalta.
<a href="#"><u>SS.912.A.6.5:</u></a>	Explain the impact of World War II on domestic government policy. Remarks/Examples Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African Americans, women, Jews, and other refugees.
<a href="#"><u>SS.912.C.1.1:</u></a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#"><u>SS.912.C.1.5:</u></a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
<a href="#"><u>SS.912.C.2.15:</u></a>	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
<a href="#"><u>SS.912.C.2.2:</u></a>	Evaluate the importance of political participation and civic participation.
<a href="#"><u>SS.912.C.2.6:</u></a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
<a href="#"><u>SS.912.C.3.14:</u></a>	Examine constitutional powers (expressed, implied, concurrent, reserved).

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# Course: Aerospace Science 2- 1800310

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4148>

## BASIC INFORMATION

<b>Course Number:</b>	1800310
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	Aerospace Science 2, AERO SCI 2, Grades PreK To 12 Education Courses, courses, Grades 9 To 12, Adult Education Courses, education courses, general, ROTC, ROTC And Military Training, Military training, training, Air Force Jr.
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> ROTC and Military Training <b>SubSubject:</b> Air Force Jr ROTC
<b>Course Title:</b>	Aerospace Science 2
<b>Course Abbreviated Title:</b>	AERO SCI 2
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	The purpose of this course is to enable students to develop knowledge of the aerospace environment, human requirements of flight, principles of aircraft flight, and principles of navigation. Students also develop effective communication skills, understanding of human and group behavior, and basic leadership concepts. Students practice drill movements and

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observe military customs and ceremonies.

Instructional Practices:

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

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

Additional Benchmarks Related to Career and Technical Education (Aerospace Technologies Program):

**19.0 Describe the aviation/aerospace environment.**

19.01 Identify atmospheric regions and elements.

19.03 Describe and identify the elements of the atmosphere in motion.

19.04 Explain the role weather forecasting has as it relates to Aerospace Technologies.

19.09 Describe the physical properties of interplanetary space including the structure, formation, forces, and bodies.

**20.0 Describe and demonstrate an understanding of the principles of flight.**

20.01 Define terminology associated with flight and flight principles.;

20.02 Identify the structural components of aircraft.

20.06 Develop and construct models to test flight characteristics of powered aircraft.

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	<p><b>26.0 Describe and demonstrate principles of navigation.</b></p> <p><u>26.01</u> Describe navigation principles as they relate to aeronautical travel.</p> <p><u>26.02</u> Demonstrate an ability to read and use an aeronautical navigational chart.</p> <p><u>26.03</u> Examine navigational technologies and systems as they relate to aeronautical systems.</p>
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STANDARDS (30)

<a href="#"><u>HE.912.B.6.4:</u></a>	<p>Formulate an effective long-term personal health plan.</p> <p>Remarks/Examples</p> <p>Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p>
<a href="#"><u>HE.912.C.1.1:</u></a>	<p>Predict how healthy behaviors can affect health status.</p> <p>Remarks/Examples</p> <p>Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
<a href="#"><u>HE.912.C.2.2:</u></a>	<p>Compare how peers influence healthy and unhealthy behaviors.</p> <p>Remarks/Examples</p> <p>Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
<a href="#"><u>HE.912.C.2.5:</u></a>	<p>Evaluate the effect of media on personal and family health.</p> <p>Remarks/Examples</p> <p>Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to</p>

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	<p>identify promotion of unhealthy stereotypes, and normalization of violence.</p>
<a href="#"><u>LAFS.1112.RST.2.4:</u></a>	<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p>
<a href="#"><u>LAFS.910.L.3.4:</u></a>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ol>
<a href="#"><u>LAFS.910.RI.2.4:</u></a>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>
<a href="#"><u>LAFS.910.SL.1.1:</u></a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and</li> </ol>

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	<p>researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<p><a href="#"><u>LAFS.910.W.2.6:</u></a></p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>
<p><a href="#"><u>MAFS.912.S-MD.2.7:</u></a></p>	<p>Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).</p>
<p><a href="#"><u>SC.912.E.7.3:</u></a></p>	<p>Differentiate and describe the various interactions among Earth systems, including: atmosphere, hydrosphere, cryosphere, geosphere, and biosphere.</p> <p>Remarks/Examples</p> <p>Interactions include transfer of energy (biogeochemical cycles, water cycle, ground and surface waters, photosynthesis, radiation, plate tectonics, conduction, and convection), storms, winds, waves, erosion, currents, deforestation and wildfires, hurricanes, tsunamis, volcanoes.</p>
<p><a href="#"><u>SC 912 E 7 4:</u></a></p>	<p>Summarize the conditions that contribute to the climate of a</p>

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	<p>geographic area, including the relationships to lakes and oceans.</p> <p>Remarks/Examples</p> <p>Describe how latitude, altitude, topography, prevailing winds, proximity to large bodies of water, vegetation and ocean currents determine the climate of a geographic area.</p>
<a href="#"><u>SC.912.E.7.7:</u></a>	<p>Identify, analyze, and relate the internal (Earth system) and external (astronomical) conditions that contribute to global climate change.</p> <p>Remarks/Examples</p> <p>Explain the possible natural (e.g. increased global temperature, wildfires, volcanic dust) and anthropogenic mechanisms (e.g. air pollution, acid rain, greenhouse gases, burning of fossil fuels) and the effects of these mechanisms on global climate change.</p>
<a href="#"><u>SC.912.L.14.6:</u></a>	<p>Explain the significance of genetic factors, environmental factors, and pathogenic agents to health from the perspectives of both individual and public health.</p>
<a href="#"><u>SC.912.P.12.2:</u></a>	<p>Analyze the motion of an object in terms of its position, velocity, and acceleration (with respect to a frame of reference) as functions of time.</p> <p>Remarks/Examples</p> <p>Solve problems involving distance, velocity, speed, and acceleration. Create and interpret graphs of 1-dimensional motion, such as position versus time, distance versus time, speed versus time, velocity versus time, and acceleration versus time where acceleration is constant.</p>
<a href="#"><u>SC.912.P.12.3:</u></a>	<p>Interpret and apply Newton's three laws of motion.</p> <p>Remarks/Examples</p> <p>Explain that when the net force on an object is zero, no acceleration occurs; thus, a moving object continues to move at a constant speed in the same direction, or, if at rest, it remains at rest (Newton's first law). Explain that when a net force is applied to an object its motion will change, or accelerate (according to Newton's second law, <math>F = ma</math>). Predict and explain how when one object exerts a force on a second object, the second object always exerts a force of equal magnitude but of opposite direction and force back on the first: <math>F_1</math> on 2 = <math>-F_1</math> on 1 (Newton's third law).</p>

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<a href="#"><u>SC.912.P.12.4:</u></a>	Describe how the gravitational force between two objects depends on their masses and the distance between them. Remarks/Examples Describe Newton's law of universal gravitation in terms of the attraction between two objects, their masses, and the inverse square of the distance between them.
<a href="#"><u>SS.912.A.3.2:</u></a>	Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.
<a href="#"><u>SS.912.A.3.3:</u></a>	Compare the first and second Industrial Revolutions in the United States. Remarks/Examples Examples may include, but are not limited to, trade, development of new industries.
<a href="#"><u>SS.912.A.4.5:</u></a>	Examine causes, course, and consequences of United States involvement in World War I. Remarks/Examples Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the <i>Lusitania</i> , the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.
<a href="#"><u>SS.912.A.6.1:</u></a>	Examine causes, course, and consequences of World War II on the United States and the world. Remarks/Examples Examples may include, but are not limited to, rise of dictators, attack on Pearl Harbor, Nazi party, American neutrality, D-Day, Battle of the Bulge, War in the Pacific, internment camps, Holocaust, Yalta.
<a href="#"><u>SS.912.A.6.5:</u></a>	Explain the impact of World War II on domestic government

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	<p>policy.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African Americans, women, Jews, and other refugees.</p>
<a href="#"><u>SS.912.C.1.1:</u></a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#"><u>SS.912.C.1.5:</u></a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
<a href="#"><u>SS.912.C.2.15:</u></a>	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
<a href="#"><u>SS.912.C.2.2:</u></a>	Evaluate the importance of political participation and civic participation.
<a href="#"><u>SS.912.C.2.6:</u></a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
<a href="#"><u>SS.912.C.3.14:</u></a>	Examine constitutional powers (expressed, implied, concurrent, reserved).
<a href="#"><u>SS.912.G.1.3:</u></a>	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
<a href="#"><u>SS.912.G.1.4:</u></a>	<p>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</p> <p>Remarks/Examples</p> <p>Examples are thematic, contour, and dot-density.</p>

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# Course: Aerospace Science 3- 1800320

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4156>

## BASIC INFORMATION

<b>Course Number:</b>	1800320
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	Grades PreK To 12 Education Courses, courses, Grades 9 To 12, Adult Education Courses, education courses, general, ROTC, ROTC And Military Training, Military training, training, Air Force Jr., Aerospace Science 3, AERO SCI 3
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> ROTC and Military Training <b>SubSubject:</b> Air Force Jr ROTC
<b>Course Title:</b>	Aerospace Science 3
<b>Course Abbreviated Title:</b>	AERO SCI 3
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	The purpose of this course is to enable students to develop knowledge of the space environment, space programs and technology, and manned space flight. Students develop knowledge and skills related to planning for postsecondary education or employment and career opportunities, including financial planning. Students polish skills in marching and

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conducting military ceremonies.

Instructional Practices:

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

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

Additional Benchmarks Related to Career and Technical Education (Aerospace Technologies Program):

**18.0 Demonstrate an understanding of the history and development of aviation and space transportation.**

18.08 Outline the development of space exploration.

18.09 Describe the role of NACA and NASA in the development of aeronautics and space exploration.

18.10 Prepare a forecast of aerospace developments, and interplanetary space travel.

**19.0 Describe the aviation/aerospace environment.**

19.06 Utilize astronomical principles, and technology to study the solar systems.

19.08 Define interplanetary space.

19.10 Describe interstellar and intergalactic space.

**27.0 Explore the role of civilian spacecraft in the exploration and colonization of space.**

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	<p><u>27.01</u> Participate in the development of a study for a model of manned interplanetary space travel.</p> <p><u>27.03</u> Develop a plan for flight crew training for a manned space flight.</p> <p><u>27.05</u> Develop plans, models, and a visual presentation of a manned space flight to a distant planet in the solar system.</p>
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STANDARDS (31)

<a href="#"><u>HE.912.B.5.1:</u></a>	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Remarks/Examples</p> <p>Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
<a href="#"><u>HE.912.B.6.4:</u></a>	<p>Formulate an effective long-term personal health plan.</p> <p>Remarks/Examples</p> <p>Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p>
<a href="#"><u>HE.912.C.2.2:</u></a>	<p>Compare how peers influence healthy and unhealthy behaviors.</p> <p>Remarks/Examples</p> <p>Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
<a href="#"><u>HE.912.C.2.5:</u></a>	<p>Evaluate the effect of media on personal and family health.</p> <p>Remarks/Examples</p> <p>Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to</p>

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	identify promotion of unhealthy stereotypes, and normalization of violence.
<a href="#"><u>LAFS.1112.RST.2.4:</u></a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#"><u>LAFS.1112.RST.3.7:</u></a>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
<a href="#"><u>LAFS.910.L.3.4:</u></a>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ol>
<a href="#"><u>LAFS.910.RI.2.4:</u></a>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<a href="#"><u>SC.912.E.5.2:</u></a>	<p>Identify patterns in the organization and distribution of matter in the universe and the forces that determine them.</p> <p>Remarks/Examples</p>

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	<p>Identify patterns that influence the formation, hierarchy, and motions of the various kinds of objects in the solar system and the role of gravity and inertia on these motions (include the Sun, Earth, and Moon, planets, satellites, comets, asteroids, star clusters, galaxies, galaxy clusters). Recognize that the universe contains many billions of galaxies, and each galaxy contains many billions of stars. Recognize that constellations are contrived associations of stars that do not reflect functional relationships in space.</p>
<p><a href="#"><u>LAFS.910.SL.1.1:</u></a></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<p><a href="#"><u>LAFS.910.W.2.6:</u></a></p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display</p>

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	information flexibly and dynamically.
<a href="#"><u>MA.912.F.4.1:</u></a>	<p>Develop personal budgets that fit within various income brackets. Remarks/Examples</p> <p>Example: Develop a budget worksheet that includes typical expenses such as housing, transportation, utilities, food, medical expenses, and miscellaneous expenses. Add categories for savings toward your own financial goals, and determine the monthly income needed, before taxes, to meet the requirements of your budget.</p>
<a href="#"><u>MA.912.F.4.4:</u></a>	<p>Establish a plan to pay off debt. Remarks/Examples</p> <p>Example: Suppose you currently have a balance of \$4500 on a credit card that charges 18% annual interest. What monthly payment would you have to make in order to pay off the card in 3 years, assuming you do not make any more charges to the card?</p>
<a href="#"><u>MA.912.F.4.8:</u></a>	<p>Collect, organize, and interpret data to determine an effective retirement savings plan to meet personal financial goals. Remarks/Examples</p> <p>Example: Investigate historical rates of return for stocks, bonds, savings accounts, mutual funds, as well as the relative risks for each type of investment. Organize your results in a table showing the relative returns and risks of each type of investment over short and long terms, and use these data to determine a combination of investments suitable for building a retirement account sufficient to meet anticipated financial needs.</p>
<a href="#"><u>MAFS.912.S-ID.1.2:</u></a>	<p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. Remarks/Examples</p> <p>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape</p>

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	of the distribution or the existence of extreme data points.
<a href="#"><u>MAFS.912.S-MD.2.7:</u></a>	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).
<a href="#"><u>SC.912.E.5.11:</u></a>	Distinguish the various methods of measuring astronomical distances and apply each in appropriate situations. Remarks/Examples Determine which units of measurement are appropriate to describe distance (e.g. astronomical units, parallax, and light years).
<a href="#"><u>SC.912.E.5.4:</u></a>	Explain the physical properties of the Sun and its dynamic nature and connect them to conditions and events on Earth. Remarks/Examples Describe the physical properties of the Sun (sunspot cycles, solar flares, prominences, layers of the Sun, coronal mass ejections, and nuclear reactions) and the impact of the Sun as the main source of external energy for the Earth.
<a href="#"><u>SC.912.E.5.6:</u></a>	Develop logical connections through physical principles, including Kepler's and Newton's Laws about the relationships and the effects of Earth, Moon, and Sun on each other. Remarks/Examples Explain that Kepler's laws determine the orbits of objects in the solar system and recognize that Kepler's laws are a direct consequence of Newton's Law of Universal Gravitation and Laws of Motion.
<a href="#"><u>SC.912.E.7.3:</u></a>	Differentiate and describe the various interactions among Earth systems, including: atmosphere, hydrosphere, cryosphere, geosphere, and biosphere. Remarks/Examples Interactions include transfer of energy (biogeochemical cycles, water cycle, ground and surface waters, photosynthesis, radiation, plate tectonics, conduction, and convection), storms,

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	winds, waves, erosion, currents, deforestation and wildfires, hurricanes, tsunamis, volcanoes.
<a href="#"><u>SC.912.L.15.6:</u></a>	Discuss distinguishing characteristics of the domains and kingdoms of living organisms. Remarks/Examples Annually Assessed on Biology EOC. Also assesses SC.912.L.15.4; SC.912.L.15.5; SC.912.N.1.3; and SC.912.N.1.6.
<a href="#"><u>SC.912.N.4.2:</u></a>	Weigh the merits of alternative strategies for solving a specific societal problem by comparing a number of different costs and benefits, such as human, economic, and environmental. Remarks/Examples Identify examples of technologies, objects, and processes that have been modified to advance society, and explain why and how they were modified. Discuss ethics in scientific research to advance society (e.g. global climate change, historical development of medicine and medical practices).
<a href="#"><u>SC.912.P.10.1:</u></a>	Differentiate among the various forms of energy and recognize that they can be transformed from one form to others. Remarks/Examples Differentiate between kinetic and potential energy. Recognize that energy cannot be created or destroyed, only transformed. Identify examples of transformation of energy: Heat to light in incandescent electric light bulbs; Light to heat in laser drills; Electrical to sound in radios; Sound to electrical in microphones; Electrical to chemical in battery rechargers; Chemical to electrical in dry cells; Mechanical to electrical in generators [power plants]; Nuclear to heat in nuclear reactors; Gravitational potential energy of a falling object is converted to kinetic energy then to heat and sound energy when the object hits the ground.
<a href="#"><u>SC.912.P.10.16:</u></a>	Explain the relationship between moving charges and magnetic fields, as well as changing magnetic fields and electric fields, and their application to modern technologies. Remarks/Examples Explain that moving electric charges produce magnetic forces and

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	moving magnets produce electric forces. Recognize the Lorentz force is the force on a point charge due to electromagnetic fields and occurs in many devices, including mass spectrometers.
<a href="#"><u>SC.912.P.12.4:</u></a>	Describe how the gravitational force between two objects depends on their masses and the distance between them. Remarks/Examples Describe Newton's law of universal gravitation in terms of the attraction between two objects, their masses, and the inverse square of the distance between them.
<a href="#"><u>SC.912.P.12.5:</u></a>	Apply the law of conservation of linear momentum to interactions, such as collisions between objects. Remarks/Examples (e.g. elastic and completely inelastic collisions).
<a href="#"><u>SS.912.E.2.11:</u></a>	Assess the economic impact of negative and positive externalities on the local, state, and national environment. Remarks/Examples Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.
<a href="#"><u>SS.912.E.2.7:</u></a>	Identify the impact of inflation on society.
<a href="#"><u>SS.912.E.3.1:</u></a>	Demonstrate the impact of inflation on world economies. Remarks/Examples Examples are oil prices, 1973 oil crisis, Great Depression, World War II.
<a href="#"><u>SS.912.E.3.4:</u></a>	Assess the economic impact of negative and positive externalities on the international environment. Remarks/Examples Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.
<a href="#"><u>CC.912.E.2.E:</u></a>	Compare the current United States economy with other

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# Course: Aerospace Science 4: Leadership Development- 1800330

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4161>

## BASIC INFORMATION

<b>Course Number:</b>	1800330
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	Grades PreK To 12 Education Courses, courses, Grades 9 To 12, Adult Education Courses, education courses, general, ROTC, ROTC And Military Training, Military training, training, Air Force Jr., Aerospace Science 4: Leadership Development, AERO SCI 4:L
<b>Course Path:</b>	<p><b>Section:</b> Grades PreK to 12 Education Courses</p> <p><b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses</p> <p><b>Subject:</b> ROTC and Military Training</p> <p><b>SubSubject:</b> Air Force Jr ROTC</p>
<b>Course Title:</b>	Aerospace Science 4: Leadership Development
<b>Course Abbreviated Title:</b>	AERO SCI 4:LEAD DEV
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	The purpose of this course is to enable students to develop knowledge of physical and human geography in the major regions of the world. Students develop fundamental management concepts and skills and apply them in corps activities. Drill and

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	<p>ceremony functions are carried out with ease and professionalism.</p> <p><u>Instructional Practices:</u></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"> <li>1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.</li> <li>2. Making close reading and rereading of texts central to lessons.</li> <li>3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.</li> <li>4. Requiring students to support answers with evidence from the text.</li> <li>5. Providing extensive text-based research and writing opportunities (claims and evidence).</li> </ol> <p><u>Additional Benchmarks Related to Career and Technical Education</u></p> <p><b>(Aerospace Technologies Program):</b>  <b>41.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.</b>  <u>41.01</u> Employ leadership skills to accomplish organizational goals and objectives.  <u>41.02</u> Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.  <u>41.03</u> Conduct and participate in meetings to accomplish work tasks.  <u>41.04</u> Employ mentoring skills to inspire and teach others.</p>
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STANDARDS (21)

<u><b>HE.912.B.4.1:</b></u>	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Remarks/Examples</p>
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	Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.
<a href="#"><u>HE.912.B.4.3:</u></a>	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. Remarks/Examples Effective verbal and nonverbal communication, compromise, and conflict-resolution.
<a href="#"><u>HE.912.B.5.1:</u></a>	Determine the value of applying a thoughtful decision-making process in health-related situations. Remarks/Examples Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.
<a href="#"><u>HE.912.B.6.4:</u></a>	Formulate an effective long-term personal health plan. Remarks/Examples Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.
<a href="#"><u>HE.912.C.2.2:</u></a>	Compare how peers influence healthy and unhealthy behaviors. Remarks/Examples Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
<a href="#"><u>HE.912.C.2.5:</u></a>	Evaluate the effect of media on personal and family health. Remarks/Examples Compares brand-name/store-brand items in home, analyzes

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	<p>television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
<p><a href="#"><u>LAFS.1112.RST.2.4:</u></a></p>	<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p>
<p><a href="#"><u>LAFS.1112.RST.3.7:</u></a></p>	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
<p><a href="#"><u>LAFS.910.L.3.4:</u></a></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ol>
<p><a href="#"><u>LAFS.910.RI.2.4:</u></a></p>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>

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<p><b><u>LAFS.910.SL.1.1:</u></b></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
<p><b><u>LAFS.910.W.2.6:</u></b></p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>
<p><b><u>MAFS.912.S-ID.1.2:</u></b></p>	<p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</p> <p>Remarks/Examples</p> <p>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>

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<a href="#"><u>MAFS.912.S-MD.2.7:</u></a>	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).
<a href="#"><u>SS.912.G.1.1:</u></a>	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
<a href="#"><u>SS.912.G.1.3:</u></a>	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
<a href="#"><u>SS.912.G.1.4:</u></a>	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. Remarks/Examples Examples are thematic, contour, and dot-density.
<a href="#"><u>SS.912.G.4.2:</u></a>	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
<a href="#"><u>SS.912.G.4.3:</u></a>	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
<a href="#"><u>SS.912.G.4.9:</u></a>	Use political maps to describe the change in boundaries and governments within continents over time.
<a href="#"><u>SS.912.G.5.2:</u></a>	Analyze case studies of how changes in the physical environment of a place can increase or diminish its capacity to support human activity.

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# Course: Aerospace Science 4- 1800360

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4166>

## BASIC INFORMATION

<b>Course Number:</b>	1800360
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	Grades PreK To 12 Education Courses, courses, Grades 9 To 12, Adult Education Courses, education courses, general, ROTC, ROTC And Military Training, Military training, training, Air Force Jr., AERO SCI 4, Aerospace Science 4
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> ROTC and Military Training <b>SubSubject:</b> Air Force Jr ROTC
<b>Course Title:</b>	Aerospace Science 4
<b>Course Abbreviated Title:</b>	AERO SCI 4
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	The purpose of this course is to enable students to develop advanced, in-depth knowledge of aerospace topics. Students develop the foundation for receiving a private pilot license. Students develop fundamental management concepts and skills and apply them in corps activities. Drill and ceremony functions are carried out with ease and professionalism.

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Instructional Practices:

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

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

Additional benchmarks related to Career and Adult Education

**(Aerospace Technologies Program)**

**20.0 Describe and demonstrate an understanding of the principles of flight.**

20.01 Define terminology associated with flight and flight principles.

20.02 Identify the structural components of aircraft.

20.03 Construct and test flying models of lighter-than-air craft.

20.04 Demonstrate an understanding of a powered aircraft and the use of control surfaces to control flight characteristics of pitch, yaw and roll.

20.05 Demonstrate an understanding of rocketry design and systems.

20.06 Develop and construct models to test flight characteristics of powered aircraft.

20.07 Explain the application of Newton's laws to flight and rocketry.

**32.0 Demonstrate an understanding of career opportunities and requirements in the field of aerospace technologies.**

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32.01 Discuss individual interests related to a career in Aerospace Technologies.

32.02 Explore career opportunities related to Aerospace Technologies.

32.03 Explore secondary education opportunities related to Aerospace Technologies. Additional benchmarks related to Career and Adult Education (Aerospace Technologies Program)

**20.0 Describe and demonstrate an understanding of the principles of flight.**

20.01 Define terminology associated with flight and flight principles.

20.02 Identify the structural components of aircraft.

20.03 Construct and test flying models of lighter-than-air craft.

20.04 Demonstrate an understanding of a powered aircraft and the use of control surfaces to control flight characteristics of pitch, yaw and roll.

20.05 Demonstrate an understanding of rocketry design and systems.

20.06 Develop and construct models to test flight characteristics of powered aircraft.

20.07 Explain the application of Newton's laws to flight and rocketry.

**32.0 Demonstrate an understanding of career opportunities and requirements in the field of aerospace technologies.**

32.01 Discuss individual interests related to a career in Aerospace Technologies.

32.02 Explore career opportunities related to Aerospace Technologies. Additional benchmarks related to Career and Adult Education (Aerospace Technologies Program)

**20.0 Describe and demonstrate an understanding of the principles of flight.**

20.01 Define terminology associated with flight and flight principles.

20.02 Identify the structural components of aircraft.

20.03 Construct and test flying models of lighter-than-air craft.

20.04 Demonstrate an understanding of a powered aircraft and the use of control surfaces to control flight characteristics of

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	<p>pitch, yaw and roll.</p> <p><u>20.05</u> Demonstrate an understanding of rocketry design and systems.</p> <p><u>20.06</u> Develop and construct models to test flight characteristics of powered aircraft.</p> <p><u>20.07</u> Explain the application of Newton's laws to flight and rocketry.</p> <p><b>32.0 Demonstrate an understanding of career opportunities and requirements in the field of aerospace technologies.</b></p> <p><u>32.01</u> Discuss individual interests related to a career in Aerospace Technologies.</p> <p><u>32.02</u> Explore career opportunities related to Aerospace Technologies.</p> <p><u>32.03</u> Explore secondary education opportunities related to Aerospace Technologies.</p>
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STANDARDS (25)

<a href="#"><u>HE.912.B.4.1:</u></a>	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Remarks/Examples</p> <p>Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
<a href="#"><u>HE.912.B.4.3:</u></a>	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>Remarks/Examples</p> <p>Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
<a href="#"><u>HE.912.B.5.1:</u></a>	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Remarks/Examples</p> <p>Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and</p>

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	first-aid-treatment options.
<a href="#"><u>HE.912.B.6.4:</u></a>	Formulate an effective long-term personal health plan. Remarks/Examples Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.
<a href="#"><u>HE.912.C.2.2:</u></a>	Compare how peers influence healthy and unhealthy behaviors. Remarks/Examples Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
<a href="#"><u>HE.912.C.2.5:</u></a>	Evaluate the effect of media on personal and family health. Remarks/Examples Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.
<a href="#"><u>LAFS.1112.RST.2.4:</u></a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#"><u>LAFS.1112.RST.3.7:</u></a>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
<a href="#"><u>LAFS.910.L.3.4:</u></a>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies.

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	<ul style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>
<p><a href="#"><u>LAFS.910.RI.2.4:</u></a></p>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>
<p><a href="#"><u>LAFS.910.SL.1.1:</u></a></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and</li> </ul>

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	<p>conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<a href="#"><u>LAFS.910.W.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<a href="#"><u>MAFS.912.S-ID.1.2:</u></a>	<p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</p> <p>Remarks/Examples</p> <p>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>
<a href="#"><u>MAFS.912.S-MD.2.7:</u></a>	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).
<a href="#"><u>SC.912.E.5.11:</u></a>	<p>Distinguish the various methods of measuring astronomical distances and apply each in appropriate situations.</p> <p>Remarks/Examples</p> <p>Determine which units of measurement are appropriate to describe distance (e.g. astronomical units, parallax, and light years).</p>
<a href="#"><u>SC.912.E.5.2:</u></a>	<p>Identify patterns in the organization and distribution of matter in the universe and the forces that determine them.</p> <p>Remarks/Examples</p> <p>Identify patterns that influence the formation, heirarchy, and motions of the various kinds of objects in the solar system and the role of gravity and inertia on these motions (include the Sun,</p>

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	<p>Sun, Earth, and Moon, planets, satellites, comets, asteroids, star clusters, galaxies, galaxy clusters). Recognize that the universe contains many billions of galaxies, and each galaxy contains many billions of stars. Recognize that constellations are contrived associations of stars that do not reflect functional relationships in space.</p>
<a href="#"><u>SC.912.E.5.4:</u></a>	<p>Explain the physical properties of the Sun and its dynamic nature and connect them to conditions and events on Earth. Remarks/Examples</p> <p>Describe the physical properties of the Sun (sunspot cycles, solar flares, prominences, layers of the Sun, coronal mass ejections, and nuclear reactions) and the impact of the Sun as the main source of external energy for the Earth.</p>
<a href="#"><u>SC.912.E.5.6:</u></a>	<p>Develop logical connections through physical principles, including Kepler's and Newton's Laws about the relationships and the effects of Earth, Moon, and Sun on each other. Remarks/Examples</p> <p>Explain that Kepler's laws determine the orbits of objects in the solar system and recognize that Kepler's laws are a direct consequence of Newton's Law of Universal Gravitation and Laws of Motion.</p>
<a href="#"><u>SC.912.E.7.3:</u></a>	<p>Differentiate and describe the various interactions among Earth systems, including: atmosphere, hydrosphere, cryosphere, geosphere, and biosphere. Remarks/Examples</p> <p>Interactions include transfer of energy (biogeochemical cycles, water cycle, ground and surface waters, photosynthesis, radiation, plate tectonics, conduction, and convection), storms, winds, waves, erosion, currents, deforestation and wildfires, hurricanes, tsunamis, volcanoes.</p>
<a href="#"><u>SC.912.L.15.6:</u></a>	<p>Discuss distinguishing characteristics of the domains and kingdoms of living organisms. Remarks/Examples</p>

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	Annually Assessed on Biology EOC. Also assesses SC.912.L.15.4; SC.912.L.15.5; SC.912.N.1.3; and SC.912.N.1.6.
<a href="#"><u>SC.912.N.4.2:</u></a>	<p>Weigh the merits of alternative strategies for solving a specific societal problem by comparing a number of different costs and benefits, such as human, economic, and environmental.</p> <p>Remarks/Examples</p> <p>Identify examples of technologies, objects, and processes that have been modified to advance society, and explain why and how they were modified. Discuss ethics in scientific research to advance society (e.g. global climate change, historical development of medicine and medical practices).</p>
<a href="#"><u>SC.912.P.10.1:</u></a>	<p>Differentiate among the various forms of energy and recognize that they can be transformed from one form to others.</p> <p>Remarks/Examples</p> <p>Differentiate between kinetic and potential energy. Recognize that energy cannot be created or destroyed, only transformed. Identify examples of transformation of energy: Heat to light in incandescent electric light bulbs; Light to heat in laser drills; Electrical to sound in radios; Sound to electrical in microphones; Electrical to chemical in battery rechargers; Chemical to electrical in dry cells; Mechanical to electrical in generators [power plants]; Nuclear to heat in nuclear reactors; Gravitational potential energy of a falling object is converted to kinetic energy then to heat and sound energy when the object hits the ground.</p>
<a href="#"><u>SC.912.P.10.16:</u></a>	<p>Explain the relationship between moving charges and magnetic fields, as well as changing magnetic fields and electric fields, and their application to modern technologies.</p> <p>Remarks/Examples</p> <p>Explain that moving electric charges produce magnetic forces and moving magnets produce electric forces. Recognize the Lorentz force is the force on a point charge due to electromagnetic fields and occurs in many devices, including mass spectrometers.</p>
<a href="#"><u>SC.912.P.12.4:</u></a>	<p>Describe how the gravitational force between two objects depends on their masses and the distance between them.</p> <p>Remarks/Examples</p>

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	<p>Describe Newton's law of universal gravitation in terms of the attraction between two objects, their masses, and the inverse square of the distance between them.</p>
<p><a href="#"><u>SC.912.P.12.5:</u></a></p>	<p>Apply the law of conservation of linear momentum to interactions, such as collisions between objects.</p> <p>Remarks/Examples</p> <p>(e.g. elastic and completely inelastic collisions).</p>

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	developed and developing nations.
	Remarks/Examples
	Examples are standard of living, exchange rates, productivity, gross domestic product.

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# Course: Aerospace Science 4:Transportation-1800350

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4186>

## BASIC INFORMATION

<b>Course Number:</b>	1800350
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	aerospace, Grades PreK To 12 Education Courses, courses, Grades 9 To 12, Adult Education Courses, education courses, general, ROTC, ROTC And Military Training, Military training, training, Air Force Jr., Aerospace Science 4:Transportation, AERO SCI 4
<b>Course Path:</b>	<p><b>Section:</b> Grades PreK to 12 Education Courses</p> <p><b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses</p> <p><b>Subject:</b> ROTC and Military Training</p> <p><b>SubSubject:</b> Air Force Jr ROTC</p>
<b>Course Title:</b>	Aerospace Science 4:Transportation
<b>Course Abbreviated Title:</b>	AERO SCI 4:TRANSP
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	The purpose of this course is to enable students to develop the necessary foundations for understanding the policies of the United States and the organizations of the United State Air Force. Students develop fundamental management concepts and skills

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and apply them in corps activities. Drill and ceremony functions are carried out with ease and professionalism.

Instructional Practices:

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

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

Additional Benchmarks Related to Career and Technical Education

**(Aerospace Technologies Program):**

**16.0 Demonstrate an understanding of and be able to select and use transportation technologies.**

16.01 Analyze the vital role played by transportation in the operation of other technologies, such as manufacturing, construction, communication, health and safety, and agriculture.

16.02 Define intermodalism as the use of different modes of transportation, such as highways, railways, and waterways as part of an interconnected system that can move people and goods easily from one mode to another.

16.03 Discuss how transportation services and methods have led to a population that is regularly on the move.

16.04 Identify processes and innovative techniques involved in the design of intelligent and non-intelligent transportation systems.

**41.0 Demonstrate leadership and teamwork skills needed to**

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	<p><b>accomplish team goals and objectives.</b></p> <p><u>41.01</u> Employ leadership skills to accomplish organizational goals and objectives.</p> <p><u>41.02</u> Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.</p> <p><u>41.03</u> Conduct and participate in meetings to accomplish work tasks.</p> <p><u>41.04</u> Employ mentoring skills to inspire and teach others.</p>
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STANDARDS (28)

<a href="#"><u>HE.912.B.4.1:</u></a>	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Remarks/Examples</p> <p>Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
<a href="#"><u>HE.912.B.4.3:</u></a>	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>Remarks/Examples</p> <p>Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
<a href="#"><u>HE.912.B.5.1:</u></a>	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Remarks/Examples</p> <p>Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
<a href="#"><u>HE.912.B.6.4:</u></a>	<p>Formulate an effective long-term personal health plan.</p> <p>Remarks/Examples</p> <p>Stress reduction, weight management, healthier eating habits,</p>

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	improved physical fitness, and individual responsibilities for protecting health.
<a href="#"><u>HE.912.C.2.2:</u></a>	<p>Compare how peers influence healthy and unhealthy behaviors. Remarks/Examples</p> <p>Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
<a href="#"><u>HE.912.C.2.5:</u></a>	<p>Evaluate the effect of media on personal and family health. Remarks/Examples</p> <p>Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
<a href="#"><u>LAFS.1112.RST.2.4:</u></a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#"><u>LAFS.1112.RST.3.7:</u></a>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
<a href="#"><u>LAFS.910.L.3.4:</u></a>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> </ol>

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	<ul style="list-style-type: none"> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>
<p><a href="#"><u>LAFS.910.RI.2.4:</u></a></p>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>
<p><a href="#"><u>LAFS.910.SL.1.1:</u></a></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>

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<a href="#"><u>LAFS.910.W.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
<a href="#"><u>MAFS.912.S-ID.1.2:</u></a>	<p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</p> <p>Remarks/Examples</p> <p>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>
<a href="#"><u>MAFS.912.S-MD.2.7:</u></a>	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).
<a href="#"><u>SS.912.A.2.1:</u></a>	<p>Review causes and consequences of the Civil War.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.</p>
<a href="#"><u>SS.912.A.2.2:</u></a>	<p>Assess the influence of significant people or groups on Reconstruction.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Andrew Johnson, Radical Republicans, Jefferson Davis, Frederick Douglass, Ulysses S. Grant, Robert E. Lee, William T. Sherman, Buffalo Soldiers, Harriet Tubman, and Sojourner Truth.</p>
<a href="#"><u>SS.912.A.3.2:</u></a>	Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.
<a href="#"><u>SS.912.A.3.3:</u></a>	<p>Compare the first and second Industrial Revolutions in the United States.</p> <p>Remarks/Examples</p>

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	Examples may include, but are not limited to, trade, development of new industries.
<a href="#"><u>SS.912.A.4.5:</u></a>	Examine causes, course, and consequences of United States involvement in World War I. Remarks/Examples Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the <i>Lusitania</i> , the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.
<a href="#"><u>SS.912.A.4.7:</u></a>	Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).
<a href="#"><u>SS.912.A.6.1:</u></a>	Examine causes, course, and consequences of World War II on the United States and the world. Remarks/Examples Examples may include, but are not limited to, rise of dictators, attack on Pearl Harbor, Nazi party, American neutrality, D-Day, Battle of the Bulge, War in the Pacific, internment camps, Holocaust, Yalta.
<a href="#"><u>SS.912.A.6.5:</u></a>	Explain the impact of World War II on domestic government policy. Remarks/Examples Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African Americans, women, Jews, and other refugees.
<a href="#"><u>SS.912.C.1.1:</u></a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#"><u>SS.912.C.1.5:</u></a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.

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<a href="#"><u>SS.912.C.2.15:</u></a>	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
<a href="#"><u>SS.912.C.2.2:</u></a>	Evaluate the importance of political participation and civic participation.
<a href="#"><u>SS.912.C.2.6:</u></a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
<a href="#"><u>SS.912.C.3.14:</u></a>	Examine constitutional powers (expressed, implied, concurrent, reserved).

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# Course: Army: Leadership Education and Training 1- 1801300

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4191>

## BASIC INFORMATION

<b>Course Number:</b>	1801300
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	Grades PreK To 12 Education Courses, courses, Grades 9 To 12, Adult Education Courses, education courses, ROTC, ROTC And Military Training, Military training, training, Army Jr ROTC, Army: Leadership Education and Training 1, AR LEAD ED/TRAIN 1
<b>Course Path:</b>	<p><b>Section:</b> Grades PreK to 12 Education Courses</p> <p><b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses</p> <p><b>Subject:</b> ROTC and Military Training</p> <p><b>SubSubject:</b> Army Jr ROTC</p>
<b>Course Title:</b>	Army: Leadership Education and Training 1
<b>Course Abbreviated Title:</b>	AR LEAD ED/TRAIN 1
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	The purpose of this course is to enable students to develop knowledge of the history, customs, traditions, and purpose of the Army JROTC. The course includes the development of basic leadership skills including leadership principles, values, and

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attributes. Students should master appreciation for diversity. Active learning strategies are integrated throughout the course with an emphasis on writing skills and oral communication techniques. Financial planning as well as physical fitness, diet, nutrition, healthy lifestyles, awareness of substance abuse and prevention, and basic first aid measures are included. An overview of the globe and geography and basic map reading skills are incorporated. A study of the United States Constitution, Bill of Rights, responsibilities of United States citizens, and the federal justice system is also provided.

Instructional Practices:

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

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

Additional Benchmarks Related to Career and Technical Education

**(Principles of Public Service Program):**

**04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives**

04.01 Employ leadership skills to accomplish organizational goals and objectives.

04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.

04.03 Conduct and participate in meetings to accomplish work tasks.

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	<p><u>04.04</u> Employ mentoring skills to inspire and teach others.</p> <p><u>04.05</u> Employ critical thinking skills independently and in teams to solve problems and make decisions.</p> <p><u>04.06</u> Employ critical thinking and interpersonal skills to resolve conflicts.</p> <p><u>04.07</u> Identify and document workplace performance goals and monitor progress toward those goals.</p> <p><u>04.08</u> Conduct technical research to gather information necessary for decision-making.</p>
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STANDARDS (31)

<a href="#"><u>HE.912.B.6.4:</u></a>	<p>Formulate an effective long-term personal health plan.</p> <p>Remarks/Examples</p> <p>Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p>
<a href="#"><u>HE.912.C.1.1:</u></a>	<p>Predict how healthy behaviors can affect health status.</p> <p>Remarks/Examples</p> <p>Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
<a href="#"><u>HE.912.C.1.3:</u></a>	<p>Evaluate how environment and personal health are interrelated.</p> <p>Remarks/Examples</p> <p>Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p>
<a href="#"><u>HE.912.C.1.4:</u></a>	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <p>Remarks/Examples</p> <p>Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and</p>

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	improved inspection of food sources.
<a href="#"><u>HE.912.C.2.2:</u></a>	<p>Compare how peers influence healthy and unhealthy behaviors. Remarks/Examples</p> <p>Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
<a href="#"><u>HE.912.C.2.5:</u></a>	<p>Evaluate the effect of media on personal and family health. Remarks/Examples</p> <p>Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
<a href="#"><u>LAFS.1112.RST.2.4:</u></a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#"><u>LAFS.1112.RST.3.7:</u></a>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
<a href="#"><u>LAFS.910.L.3.4:</u></a>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>c. Consult general and specialized reference materials (e.g.,</li> </ol>

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	<p>dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
<p><b><u>LAFS.910.RI.2.4:</u></b></p>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>
<p><b><u>LAFS.910.SL.1.1:</u></b></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>

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<a href="#"><u>LAFS.910.W.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
<a href="#"><u>MA.912.F.4.1:</u></a>	<p>Develop personal budgets that fit within various income brackets. Remarks/Examples</p> <p>Example: Develop a budget worksheet that includes typical expenses such as housing, transportation, utilities, food, medical expenses, and miscellaneous expenses. Add categories for savings toward your own financial goals, and determine the monthly income needed, before taxes, to meet the requirements of your budget.</p>
<a href="#"><u>MA.912.F.4.4:</u></a>	<p>Establish a plan to pay off debt. Remarks/Examples</p> <p>Example: Suppose you currently have a balance of \$4500 on a credit card that charges 18% annual interest. What monthly payment would you have to make in order to pay off the card in 3 years, assuming you do not make any more charges to the card?</p>
<a href="#"><u>MA.912.F.4.8:</u></a>	<p>Collect, organize, and interpret data to determine an effective retirement savings plan to meet personal financial goals. Remarks/Examples</p> <p>Example: Investigate historical rates of return for stocks, bonds, savings accounts, mutual funds, as well as the relative risks for each type of investment. Organize your results in a table showing the relative returns and risks of each type of investment over short and long terms, and use these data to determine a combination of investments suitable for building a retirement account sufficient to meet anticipated financial needs.</p>
<a href="#"><u>MAFS.912.S-ID.1.2:</u></a>	<p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. Remarks/Examples</p>

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	In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.
<a href="#"><u>MAFS.912.S-MD.2.7:</u></a>	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).
<a href="#"><u>PE.912.L.3.2:</u></a>	Participate in a variety of activities that promote the health-related components of fitness. Remarks/Examples The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
<a href="#"><u>PE.912.L.3.3:</u></a>	Identify a variety of activities that promote effective stress management.
<a href="#"><u>PE.912.L.3.6:</u></a>	Identify risks and safety factors that may affect physical activity throughout life.
<a href="#"><u>PE.912.L.4.1:</u></a>	Design a personal fitness program. Remarks/Examples Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.
<a href="#"><u>PE.912.L.4.4:</u></a>	Use available technology to assess, design and evaluate a personal fitness program.
<a href="#"><u>PE.912.L.4.7:</u></a>	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
<a href="#"><u>SS.912.C.1.1:</u></a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#"><u>SS.912.C.1.5:</u></a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
<a href="#"><u>SS.912.C.2.1:</u></a>	Evaluate the constitutional provisions establishing citizenship,

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	and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
<a href="#"><u>SS.912.C.2.15:</u></a>	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
<a href="#"><u>SS.912.C.2.2:</u></a>	Evaluate the importance of political participation and civic participation.
<a href="#"><u>SS.912.C.2.6:</u></a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
<a href="#"><u>SS.912.C.3.14:</u></a>	Examine constitutional powers (expressed, implied, concurrent, reserved).
<a href="#"><u>SS.912.G.1.4:</u></a>	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
	Remarks/Examples
	Examples are thematic, contour, and dot-density.

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# Course: Army: Leadership Education and Training 2- 1801310

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4195>

## BASIC INFORMATION

<b>Course Number:</b>	1801310
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	Grades PreK To 12 Education Courses, courses, Grades 9 To 12, Adult Education Courses, education courses, ROTC, ROTC And Military Training, Military training, training, Army Jr ROTC, Army: Leadership Education and Training 2, AR LEAD ED/TRAIN 2
<b>Course Path:</b>	<p><b>Section:</b> Grades PreK to 12 Education Courses</p> <p><b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses</p> <p><b>Subject:</b> ROTC and Military Training</p> <p><b>SubSubject:</b> Army Jr ROTC</p>
<b>Course Title:</b>	Army: Leadership Education and Training 2
<b>Course Abbreviated Title:</b>	AR LEAD ED/TRAIN 2
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training 1. This course introduces the concepts of equal opportunity, fair treatment of minorities, and prevention of sexual harassment. It provides

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*instruction on leadership skills, leadership theories, as well as the basic principles of managements. It provides self assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. It emphasizes community projects to assist in drug prevention efforts. It also includes dietary guidelines, fitness, and map reading and orienteering skills. It discusses the significant events that helped shape and develop the Constitution and government and teachers the role of political parties in the election process.*

*Instructional Practices:*

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

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

*Additional Benchmarks Related to Career and Technical Education*

***(Principles of Public Service Program):***

***04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives***

*04.01* *Employ leadership skills to accomplish organizational goals and objectives.*

*04.02* *Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.*

*04.03* *Conduct and participate in meetings to accomplish work tasks.*

*04.04* *Employ mentoring skills to inspire and teach others.*

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	<p><i><u>04.05</u> Employ critical thinking skills independently and in teams to solve problems and make decisions.</i></p> <p><i><u>04.06</u> Employ critical thinking and interpersonal skills to resolve conflicts.</i></p> <p><i><u>04.07</u> Identify and document workplace performance goals and monitor progress toward those goals. <u>04.08</u> Conduct technical research to gather information necessary for decision-making.</i></p>
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STANDARDS (34)

<a href="#"><u>HE.912.B.6.4:</u></a>	<p><i>Formulate an effective long-term personal health plan.</i></p> <p><i>Remarks/Examples</i></p> <p><i>Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</i></p>
<a href="#"><u>HE.912.C.1.1:</u></a>	<p><i>Predict how healthy behaviors can affect health status.</i></p> <p><i>Remarks/Examples</i></p> <p><i>Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</i></p>
<a href="#"><u>HE.912.C.1.3:</u></a>	<p><i>Evaluate how environment and personal health are interrelated.</i></p> <p><i>Remarks/Examples</i></p> <p><i>Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</i></p>
<a href="#"><u>HE.912.C.1.4:</u></a>	<p><i>Propose strategies to reduce or prevent injuries and health problems.</i></p> <p><i>Remarks/Examples</i></p> <p><i>Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</i></p>

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<p><a href="#"><u>HE.912.C.2.2:</u></a></p>	<p><i>Compare how peers influence healthy and unhealthy behaviors.</i>  <i>Remarks/Examples</i></p> <p><i>Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</i></p>
<p><a href="#"><u>HE.912.C.2.5:</u></a></p>	<p><i>Evaluate the effect of media on personal and family health.</i>  <i>Remarks/Examples</i></p> <p><i>Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</i></p>
<p><a href="#"><u>LAFS.1112.RST.2.4:</u></a></p>	<p><i>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</i></p>
<p><a href="#"><u>LAFS.1112.RST.3.7:</u></a></p>	<p><i>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</i></p>
<p><a href="#"><u>LAFS.910.L.3.4:</u></a></p>	<p><i>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</i></p> <ul style="list-style-type: none"> <li><i>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</i></li> <li><i>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</i></li> <li><i>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</i></li> </ul>

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	<p>d. <i>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</i></p>
<p><b><u>LAFS.910.RI.2.4:</u></b></p>	<p><i>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</i></p>
<p><b><u>LAFS.910.SL.1.1:</u></b></p>	<p><i>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</i></p> <p>a. <i>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</i></p> <p>b. <i>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</i></p> <p>c. <i>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</i></p> <p>d. <i>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</i></p>
<p><b><u>LAFS.910.W.2.6:</u></b></p>	<p><i>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display</i></p>

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	<i>information flexibly and dynamically.</i>
<a href="#"><u>MAFS.912.S-ID.1.2:</u></a>	<p><i>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</i></p> <p><i>Remarks/Examples</i></p> <p><i>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</i></p>
<a href="#"><u>MAFS.912.S-MD.2.7:</u></a>	<i>Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).</i>
<a href="#"><u>PE.912.L.3.2:</u></a>	<p><i>Participate in a variety of activities that promote the health-related components of fitness.</i></p> <p><i>Remarks/Examples</i></p> <p><i>The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</i></p>
<a href="#"><u>PE.912.L.3.3:</u></a>	<i>Identify a variety of activities that promote effective stress management.</i>
<a href="#"><u>PE.912.L.3.6:</u></a>	<i>Identify risks and safety factors that may affect physical activity throughout life.</i>
<a href="#"><u>PE.912.L.4.1:</u></a>	<p><i>Design a personal fitness program.</i></p> <p><i>Remarks/Examples</i></p> <p><i>Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.</i></p>
<a href="#"><u>PE.912.L.4.4:</u></a>	<i>Use available technology to assess, design and evaluate a personal fitness program.</i>
<a href="#"><u>PE.912.L.4.7:</u></a>	<i>Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.</i>
<a href="#"><u>PE.912.R.2.1:</u></a>	<i>Select and participate in a variety of physical activities outside of</i>

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	<i>the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.</i>
<a href="#"><u>SS.912.A.3.2:</u></a>	<i>Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.</i>
<a href="#"><u>SS.912.A.3.3:</u></a>	<p><i>Compare the first and second Industrial Revolutions in the United States.</i></p> <p><i>Remarks/Examples</i></p> <p><i>Examples may include, but are not limited to, trade, development of new industries.</i></p>
<a href="#"><u>SS.912.A.4.5:</u></a>	<p><i>Examine causes, course, and consequences of United States involvement in World War I.</i></p> <p><i>Remarks/Examples</i></p> <p><i>Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the Lusitania, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.</i></p>
<a href="#"><u>SS.912.A.6.1:</u></a>	<p><i>Examine causes, course, and consequences of World War II on the United States and the world.</i></p> <p><i>Remarks/Examples</i></p> <p><i>Examples may include, but are not limited to, rise of dictators, attack on Pearl Harbor, Nazi party, American neutrality, D-Day, Battle of the Bulge, War in the Pacific, internment camps, Holocaust, Yalta.</i></p>
<a href="#"><u>SS.912.A.6.5:</u></a>	<p><i>Explain the impact of World War II on domestic government policy.</i></p> <p><i>Remarks/Examples</i></p> <p><i>Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African Americans, women, Jews, and other refugees.</i></p>

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<a href="#"><u>SS.912.C.1.1:</u></a>	<i>Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.</i>
<a href="#"><u>SS.912.C.1.5:</u></a>	<i>Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.</i>
<a href="#"><u>SS.912.C.2.15:</u></a>	<i>Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.</i>
<a href="#"><u>SS.912.C.2.2:</u></a>	<i>Evaluate the importance of political participation and civic participation.</i>
<a href="#"><u>SS.912.C.2.6:</u></a>	<i>Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.</i>
<a href="#"><u>SS.912.C.3.14:</u></a>	<i>Examine constitutional powers (expressed, implied, concurrent, reserved).</i>
<a href="#"><u>SS.912.G.1.3:</u></a>	<i>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</i>
<a href="#"><u>SS.912.G.1.4:</u></a>	<i>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</i>
	<i>Remarks/Examples</i>
	<i>Examples are thematic, contour, and dot-density.</i>

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