

Course: M/J Introduction to Art History-0100060

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4635>

BASIC INFORMATION

Course Number:	0100060
Grade Levels:	6,7,8
Keyword:	Grades PreK To 12, Grades 6 To 8, courses, Education Courses, grades 6-8, Art Appreciation/History, Art - Visual Arts, M/J Introduction to Art History, M/J INTRO ART HIST
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Art - Visual Arts SubSubject: Art Appreciation/History
Course Title:	M/J Introduction to Art History
Course Abbreviated Title:	M/J INTRO ART HIST
Course length:	Semester (S)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students take an inquiry-based approach to exploring, researching, and analyzing works of art across time and cultures. Through the study of art exemplars and project-based activities,

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>students learn to identify the functions, forms, media, styles of art, cultural ideas, and themes related to a variety of time periods and geographical places, and will express their own interpretations in a variety of ways. The course lays a foundation for the art criticism process, examining and comparing how artists have solved visual problems and made meaning across time, place, and culture. Career options related to art history and criticism are also explored. This course incorporates hands-on activities and consumption of art materials.</p>
<p>General Notes:</p>	<p>Special Notes:</p> <p>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:</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence).

STANDARDS (20)

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

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)

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

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

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

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

<u>LAFS.6.SL.1.2:</u>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<u>LAFS.6.SL.1.3:</u>	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<u>LAFS.6.SL.2.4:</u>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.68.WHST.2.6:</u>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<u>LAFS.68.WHST.3.7:</u>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<u>VA.68.C.1.2:</u>	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.

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)

<u>VA.68.C.3.1:</u>	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
<u>VA.68.C.3.3:</u>	Use analytical skills to understand meaning and explain connections with other contexts.
<u>VA.68.F.2.1:</u>	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
<u>VA.68.F.3.3:</u>	Collaborate with peers to complete an art task and develop leadership skills. Remarks/Examples e.g., task: voluntary, assigned; time: long-term group project
<u>VA.68.F.3.4:</u>	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
<u>VA.68.H.1.1:</u>	Describe social, ecological, economic, religious, and/or political conditions reflected in works of art.
<u>VA.68.H.1.2:</u>	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
<u>VA.68.H.2.3:</u>	Describe the rationale for creating, collecting, exhibiting, and owning works of art. Remarks/Examples e.g., private, public, and personal art collections
<u>VA.68.H.3.2:</u>	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. Remarks/Examples e.g., identify facts, ideas, problem-solving skills
<u>VA.68.O.1.1:</u>	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
<u>VA.68.S.1.A:</u>	Use accurate art vocabulary to explain the creative and art-

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)

Course: M/J Art in World Cultures- 0100070

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4637>

BASIC INFORMATION

Course Number:	0100070
Grade Levels:	6,7,8
Keyword:	Grades PreK To 12, Grades 6 To 8, courses, Education Courses, grades 6-8, Art Comprehensive, Art, Visual, M/J Art in World Cultures, M/J ART WORLD CULTR
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Art - Visual Arts SubSubject: Art Comprehensive
Course Title:	M/J Art in World Cultures
Course Abbreviated Title:	M/J ART WORLD CULTR
Course length:	Semester (S)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students explore art from around the world through project-based activities. Based on directed investigation, students reinterpret selected forms to promote understanding of themes, purposes, symbolism, and traditional formal characteristics. Students compare various cultural responses in art to universal

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>themes, gaining respect for diverse perspectives and the rich heritage shared by cultures from around the world. Supporting geographic, cultural and societal studies, and historical context help students refine their understandings of time and place in global cultures. Students consider the value of preserving these works in today's museums and other public buildings, private collections, and in digital format for sharing and study via the Internet. This course incorporates hands-on activities and consumption of art materials.</p>
--	---

STANDARDS (19)

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

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

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

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

<u>LAFS.6.SL.1.2:</u>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<u>LAFS.6.SL.1.3:</u>	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<u>LAFS.6.SL.2.4:</u>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and

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)

	clear pronunciation.
<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.68.WHST.2.6:</u>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<u>LAFS.68.WHST.3.7:</u>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<u>VA.68.C.1.2:</u>	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
<u>VA.68.C.3.2:</u>	Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance. Remarks/Examples e.g., comparison, classification, cause and effect, reasoning, hypothesizing, critiquing
<u>VA.68.C.3.4:</u>	Compare the uses for artwork and utilitarian objects to determine their significance in society.
<u>VA.68.F.2.3:</u>	Identify art careers that have a financial impact on local communities.
<u>VA.68.F.3.1:</u>	Use technology applications through the art-making process to express community or global concerns.
<u>VA.68.H.1.3:</u>	Analyze and describe the significance of artwork from a selected group or culture to explain its importance to the population.
<u>VA.68.H.2.1:</u>	Describe how previous cultural trends have led to the development of new art styles.

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><u>VA.68.H.3.2:</u></p>	<p>Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.</p> <p>Remarks/Examples</p> <p>e.g., identify facts, ideas, problem-solving skills</p>
<p><u>VA.68.O.1.2:</u></p>	<p>Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.</p>
<p><u>VA.68.O.3.2:</u></p>	<p>Discuss the communicative differences between specific two- and three-dimensional works of art.</p>
<p><u>VA.68.S.1.4:</u></p>	<p>Use accurate art vocabulary to explain the creative and art-making processes.</p>
<p><u>VA.68.S.1.5:</u></p>	<p>Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.</p>



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

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)

	making processes.
VA.68.S.1.5:	Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.



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

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)

Course: M/J Exploring Two-Dimensional Art-0101005

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4660>

BASIC INFORMATION

Course Number:	0101005
Grade Levels:	6,7,8
Keyword:	Grades PreK To 12, Grades 6 To 8, courses, Education Courses, grades 6-8, Art Comprehensive, Art, Visual, M/J Exploring Two-Dimensional Art, M/J EXPLORING 2D ART
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Art - Visual Arts SubSubject: Art Comprehensive
Course Title:	M/J Exploring Two-Dimensional Art
Course Abbreviated Title:	M/J EXPLORING 2D ART
Course length:	Semester (S)
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	Students investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating two-dimensional works.

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)

which may include drawing, painting, printmaking, and/or collage. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. Opportunities are provided for creative decision-making in the context of the structural elements of art and the organizational principles of design. This course incorporates hands-on activities and consumption of art materials.

STANDARDS (20)

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

- 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:

- MAFS.6.G.1: Solve real-world and mathematical problems involving area, surface area, and volume.
- MAFS.7.G.1: Draw, construct and describe geometrical figures and describe the relationships between them.

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

LAFS.6.SL.1.2:

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

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)

<u>LAFS.6.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<u>LAFS.6.SL.2.4:</u>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.68.WHST.2.6:</u>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<u>VA.68.C.1.1:</u>	Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.
<u>VA.68.C.2.3:</u>	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
<u>VA.68.C.3.1:</u>	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
<u>VA.68.F.1.1:</u>	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. Remarks/Examples e.g., potential to transfer and incorporate technological applications
<u>VA.68.F.2.1:</u>	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
<u>VA.68.F.3.4:</u>	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.

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)

<u>VA.68.H.1.2:</u>	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
<u>VA.68.H.3.3:</u>	Create imaginative works to include background knowledge or information from other subjects. Remarks/Examples e.g., from history, environment, literary works
<u>VA.68.O.1.1:</u>	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
<u>VA.68.S.1.2:</u>	Use media, technology, and other resources to derive ideas for personal art-making.
<u>VA.68.S.2.2:</u>	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
<u>VA.68.S.2.3:</u>	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.
<u>VA.68.S.3.3:</u>	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
<u>VA.68.S.3.4:</u>	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. Remarks/Examples e.g., ethics, plagiarism, appropriation from the Internet and other sources

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)



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

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)

Course: M/J Two-Dimensional Studio Art 1-0101010

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4661>

BASIC INFORMATION

Course Number:	0101010
Grade Levels:	6,7,8
Keyword:	Grades PreK To 12, Grades 6 To 8, courses, Education Courses, grades 6-8, Art Comprehensive, Art, visual,M/J Two-Dimensional Studio Art 1, M/J 2D STUDIO ART 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Art - Visual Arts SubSubject: Art Comprehensive
Course Title:	M/J Two-Dimensional Studio Art 1
Course Abbreviated Title:	M/J 2D STUDIO ART 1
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	Students explore media and techniques used to create a variety of 2-D artworks through developing skills in drawing, painting, printmaking, and collage. Students practice, sketch, and

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)

manipulate the structural elements of art. Investigation of artworks from Western and non-Western cultures provide a means for students to expand their understanding and appreciation of the role of art in global culture. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

STANDARDS (25)

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

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:

MAFS.6.G.1: Solve real-world and mathematical problems involving area, surface area, and volume.
MAFS.7.G.1: Draw, construct and describe geometrical figures and describe the relationships between them.

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

LAFS.6.SL.1.1:

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

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"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<u>LAFS.6.SL.1.2:</u>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<u>LAFS.6.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<u>LAFS.6.SL.2.4:</u>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.68.WHST.2.6:</u>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<u>VA.68.C.1.3:</u>	Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work.

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)

	Remarks/Examples e.g., personal, cultural, historical
<u>VA.68.C.2.3:</u>	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
<u>VA.68.C.3.1:</u>	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
<u>VA.68.F.1.1:</u>	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. Remarks/Examples e.g., potential to transfer and incorporate technological applications
<u>VA.68.F.2.1:</u>	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
<u>VA.68.F.3.4:</u>	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
<u>VA.68.H.1.2:</u>	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
<u>VA.68.H.2.3:</u>	Describe the rationale for creating, collecting, exhibiting, and owning works of art. Remarks/Examples e.g., private, public, and personal art collections
<u>VA.68.H.3.3:</u>	Create imaginative works to include background knowledge or information from other subjects. Remarks/Examples e.g., from history, environment, literary works
<u>VA.68.O.1.2:</u>	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.

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)

<u>VA.68.O.2.4:</u>	Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
<u>VA.68.O.3.1:</u>	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences. Remarks/Examples e.g., digital, presentation, artworks, video/motion
<u>VA.68.S.1.4:</u>	Use accurate art vocabulary to explain the creative and art-making processes.
<u>VA.68.S.2.1:</u>	Organize the structural elements of art to achieve artistic goals when producing personal works of art.
<u>VA.68.S.2.3:</u>	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.
<u>VA.68.S.3.1:</u>	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
<u>VA.68.S.3.3:</u>	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
<u>VA.68.S.3.4:</u>	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. Remarks/Examples e.g., ethics, plagiarism, appropriation from the Internet and other sources

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)



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

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)

Course: M/J Two-Dimensional Studio Art 2-0101020

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4663>

BASIC INFORMATION

Course Number:	0101020
Grade Levels:	6,7,8
Keyword:	Grades PreK To 12, Grades 6 To 8, courses, Education Courses, grades 6-8, Art Comprehensive, Art, Visual, M/J Two-Dimensional Studio Art 2, M/J 2D STUDIO ART 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Art - Visual Arts SubSubject: Art Comprehensive
Course Title:	M/J Two-Dimensional Studio Art 2
Course Abbreviated Title:	M/J 2D STUDIO ART 2
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	Students refine techniques used to create a variety of two-dimensional (2-D) artworks through developing skills in drawing, painting, printmaking, and collage. Students manipulate the

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)

	structural elements of art to promote creative risk-taking in 2-D artwork. Investigation of artworks from Western and non-Western cultures provides a means for students to expand their understanding and appreciation of the role of art in global culture. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.
--	---

STANDARDS (23)

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

- 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:

- MAFS.6.G.1: Solve real-world and mathematical problems involving area, surface area, and volume.
- MAFS.7.G.1: Draw, construct and describe geometrical figures and describe the relationships between them.
- LAFS.7.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development,

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)

	organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.68.WHST.2.6:</u>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<u>LAFS.7.SL.1.2:</u>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
<u>LAFS.7.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<u>LAFS.7.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>VA.68.C.1.2:</u>	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
<u>VA.68.C.2.2:</u>	Evaluate artwork objectively during group assessment to determine areas for refinement.
<u>VA.68.C.3.3:</u>	Use analytical skills to understand meaning and explain connections with other contexts.
<u>VA.68.F.1.2:</u>	Use creative risk-taking strategies learned from artists’ works to incorporate artistic solutions in the creation of new personal artworks.
<u>VA.68.F.2.2:</u>	Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design. Remarks/Examples e.g., exhibition, sale of art products, technology, entertainment
<u>VA.68.F.3.3:</u>	Collaborate with peers to complete an art task and develop leadership skills. Remarks/Examples e.g., task: voluntary, assigned; time: long-term group project

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)

<u>VA.68.H.1.4:</u>	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist’s own history.
<u>VA.68.H.2.3:</u>	Describe the rationale for creating, collecting, exhibiting, and owning works of art. Remarks/Examples e.g., private, public, and personal art collections
<u>VA.68.H.3.2:</u>	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. Remarks/Examples e.g., identify facts, ideas, problem-solving skills
<u>VA.68.O.1.2:</u>	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
<u>VA.68.O.2.3:</u>	Create a work of personal art using various media to solve an open-ended artistic problem.
<u>VA.68.O.3.1:</u>	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences. Remarks/Examples e.g., digital, presentation, artworks, video/motion
<u>VA.68.S.1.5:</u>	Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.
<u>VA.68.S.2.3:</u>	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.
<u>VA.68.S.3.1:</u>	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
<u>VA.68.S.3.3:</u>	Demonstrate understanding of safety protocols for media, tools,

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)

Course: M/J Dance Celebration for Students of Mixed Mobilities- 0300090

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3829>

BASIC INFORMATION

Course Number:	0300090
Grade Levels:	6,7,8
Keyword:	Grades PreK To 12, Grades 6 To 8, courses, Education Courses, grades 6-8, Dance, General, Dance Technique, M/J Dance Celebration for Students of Mixed Mobilities, M/J DANCE MIX MOBIL
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: Dance</p> <p>SubSubject: General</p>
Course Title:	M/J Dance Celebration for Students of Mixed Mobilities
Course Abbreviated Title:	M/J DANCE MIX MOBIL
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	This course is for students of upright or seated mobilities who would like to study Modern Dance as an art form. As students

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>explore and build dance techniques and expressive qualities, they work independently and collaboratively to find creative adaptations to fit their own personal mobilities and that of the group as a whole. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.</p>
--	---

STANDARDS (45)

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

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

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

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

<u>DA.68.C.1.1:</u>	Examine and discuss exemplary works to gain ideas for creating dance studies with artistic intent.
<u>DA.68.C.1.4:</u>	Identify and discuss the function and importance of physical and cognitive rehearsal in the retention, recall, and performance of movement.
<u>DA.68.C.2.1:</u>	Solve challenges in technique and composition by visualizing and applying creative solutions.

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><u>DA.68.C.2.2:</u></p>	<p>Reflect on critiques from a variety of sources to improve technique and the creative process, and to make decisions about one’s work. Remarks/Examples e.g., self, peer, teacher</p>
<p><u>DA.68.C.3.1:</u></p>	<p>Analyze an artist’s work, using selected criteria, and describe its effectiveness in communicating meaning and specific intent.</p>
<p><u>DA.68.F.1.1:</u></p>	<p>Interpret and respond to works by master choreographers who have used innovative technology and integrated information from non-dance content areas. Remarks/Examples e.g., Merce Cunningham, Elizabeth Streb, Alwin Nikolais, Pilobolus</p>
<p><u>DA.68.F.1.3:</u></p>	<p>Practice creative risk-taking through dance improvisation and performance.</p>
<p><u>DA.68.F.2.2:</u></p>	<p>Identify local or regional resources to understand their importance to dancers. Remarks/Examples e.g., private dance studios, scholarships, dance companies</p>
<p><u>DA.68.F.3.1:</u></p>	<p>Demonstrate leadership, preparedness, and adaptability by sharing ideas or teaching skills to others in small and large groups.</p>
<p><u>DA.68.H.1.3:</u></p>	<p>Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property. Remarks/Examples e.g., production design, costume design, performance recordings, music licensing</p>
<p><u>DA.68.H.2.3:</u></p>	<p>Predict, using one’s imagination and knowledge of history and technology, how dance may be designed and/or presented in the future.</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)

<u>DA.68.H.3.1:</u>	Demonstrate response and reaction, through movement sequences, to various sources of inspiration.
<u>DA.68.H.3.3:</u>	Use knowledge of the body, acquired in dance, science, and/or physical education, to improve health and strength.
<u>DA.68.H.3.5:</u>	Practice using world languages and accurate dance terminology suitable to each dance genre.
<u>DA.68.O.1.2:</u>	Demonstrate, without prompting, procedures expected in class, rehearsal, and performance with independence.
<u>DA.68.O.1.3:</u>	Dissect a dance step or combination to reveal the underlying steps, positions, related steps, and possible variations.
<u>DA.68.O.1.5:</u>	Identify, define, and give examples of the elements of dance and/or principles of design to show how they give structure to a dance piece.
	Remarks/Examples
	e.g., body, energy/effort, space, time, relationships
<u>DA.68.O.2.1:</u>	Create a dance phrase and revise one or more elements to add interest and diversity to the piece.
<u>DA.68.O.2.3:</u>	Research and discuss examples of dance performed in venues other than the conventional proscenium theater and analyze how they were adapted to fit the space.
<u>DA.68.O.3.1:</u>	Express concrete and abstract concepts through dance.
<u>DA.68.O.3.5:</u>	Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.
<u>DA.68.S.1.2:</u>	Experiment with improvisational exercises to develop creative risk-taking capacities.
<u>DA.68.S.1.3:</u>	Analyze the possibilities and limitations of the body through short dance sequences.
	Remarks/Examples
	e.g., developmental level, safe transitions, jump height, physical safety, speed, anatomical function (knee: hinge joint; hip: ball joint)

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><u>DA.68.S.1.4:</u></p>	<p>Use kinesthetic knowledge to demonstrate comprehension of partnering and movement relationships between two or more dancers. Remarks/Examples e.g., counter-balance, weight-share, line, opposition, mirroring, unison</p>
<p><u>DA.68.S.2.1:</u></p>	<p>Sustain focused attention, respect, and discipline during classes and performances.</p>
<p><u>DA.68.S.2.2:</u></p>	<p>Memorize and replicate movement sequences with speed and accuracy in class or audition settings.</p>
<p><u>DA.68.S.2.4:</u></p>	<p>Transfer corrections or concepts from the execution of one class exercise to another. Remarks/Examples e.g., rotation of the leg in pli� to rotation of the leg in tendu</p>
<p><u>DA.68.S.2.5:</u></p>	<p>Rehearse to improve the performance quality of dance pieces. Remarks/Examples e.g., repetition, revision, refinement</p>
<p><u>DA.68.S.3.1:</u></p>	<p>Use and maintain principles of alignment in locomotor and non-locomotor movements.</p>
<p><u>DA.68.S.3.2:</u></p>	<p>Develop strength, stamina, flexibility, and range of motion through safe practices and knowledge of basic anatomy and physiology.</p>
<p><u>DA.68.S.3.3:</u></p>	<p>Apply the mechanics of movement transitions and weight changes. Remarks/Examples e.g., body-part initiation, pelvic shift, fall and recovery</p>
<p><u>DA.68.S.3.4:</u></p>	<p>Perform, using dance technique, with musical accuracy and expression. Remarks/Examples e.g., on the counts, fill the music</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)

<u>DA.68.S.3.6:</u>	Change the expression or intention of a dance sequence by manipulating one or more dynamic elements. Remarks/Examples e.g., resistance, energy, time, focus
<u>DA.68.S.3.7:</u>	Practice a variety of dance sequences to increase agility and coordination in movement patterns.
<u>DA.68.S.3.8:</u>	Develop and demonstrate a sense of line that is appropriate to the style of a given dance form.
<u>HE.7.C.1.4:</u>	Describe ways to reduce or prevent injuries and adolescent health problems. Remarks/Examples Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.
<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.68.WHST.3.9:</u>	Draw evidence from informational texts to support analysis reflection, and research.
<u>LAFS.7.SL.1.2:</u>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
<u>LAFS.7.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<u>LAFS.7.SI.2.4:</u>	Present claims and findings, emphasizing salient points in a

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)

	focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>PE.6.C.2.14:</u>	List terminology and etiquette in educational gymnastics or dance.
<u>PE.6.M.1.11:</u>	Apply proper warm-up and cool-down techniques.
<u>PE.8.M.1.4:</u>	Apply principles of biomechanics necessary for safe and successful performance.



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

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)

Course: M/J Dance 4- 0300030

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3827>

BASIC INFORMATION

Course Number:	0300030
Grade Levels:	6,7,8
Keyword:	Grades PreK to 12 Education Courses, Grade Group: Grades 6 to 8 Education Courses, Dance, Dance Technique, M/J DANCE 4
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Dance SubSubject: General
Course Title:	M/J Dance 4
Course Abbreviated Title:	M/J DANCE 4
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students advance their technical and creative skills relative to choreographic structure, performance, dance science, and somatic movement practices; and attend to alignment, collaborative problem solving, dance conditioning, and safe studio practices. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend

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)

	and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.
--	--

STANDARDS (53)

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

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

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

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

DA.68.C.1.1:	Examine and discuss exemplary works to gain ideas for creating dance studies with artistic intent.
DA.68.C.1.3:	Evaluate, using personal and established criteria, how choreographic structures and/or production elements were designed to impact mood or aesthetic value within a dance piece. Remarks/Examples e.g., floor patterns, stage design, ABA, theme and variations, rondo, use of costumes, lights, props
DA.68.C.1.4:	Identify and discuss the function and importance of physical and cognitive rehearsal in the retention, recall, and performance of movement.

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)

<u>DA.68.C.2.1:</u>	Solve challenges in technique and composition by visualizing and applying creative solutions.
<u>DA.68.C.2.2:</u>	Reflect on critiques from a variety of sources to improve technique and the creative process, and to make decisions about one's work. Remarks/Examples e.g., self, peer, teacher
<u>DA.68.C.3.1:</u>	Analyze an artist's work, using selected criteria, and describe its effectiveness in communicating meaning and specific intent.
<u>DA.68.C.3.2:</u>	Evaluate key elements observed in historically significant, exemplary works of dance.
<u>DA.68.F.1.2:</u>	Explore use of technology as a tool for creating, refining, and responding to dance. Remarks/Examples e.g., video, projections
<u>DA.68.F.1.3:</u>	Practice creative risk-taking through dance improvisation and performance.
<u>DA.68.F.2.2:</u>	Identify local or regional resources to understand their importance to dancers. Remarks/Examples e.g., private dance studios, scholarships, dance companies
<u>DA.68.F.3.1:</u>	Demonstrate leadership, preparedness, and adaptability by sharing ideas or teaching skills to others in small and large groups.
<u>DA.68.F.3.2:</u>	Investigate and make use of a broad array of resources to update and strengthen skills and/or knowledge in the field. Remarks/Examples e.g., private studios, print and on-line articles and reviews, membership in dance organizations
<u>DA.68.F.3.3:</u>	Prepare auditions and audition skills for schools, companies,

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)

	and/or commercial work in dance. Remarks/Examples e.g., attire, etiquette, professional presentation, technique, conditioning
<u>DA.68.F.3.4:</u>	Maintain documentation of dance-related activities, including a repertory sheet, to prepare for résumé-writing.
<u>DA.68.H.1.1:</u>	Identify and execute characteristic rhythms in dances representing one or more cultures. Remarks/Examples e.g., African, Indian, Irish, Israeli, Latin
<u>DA.68.H.1.3:</u>	Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property. Remarks/Examples e.g., production design, costume design, performance recordings, music licensing
<u>DA.68.H.2.1:</u>	Analyze dance in various cultural and historical periods, and discuss how it has changed over time. Remarks/Examples e.g., equality of gender and race, social trends
<u>DA.68.H.2.3:</u>	Predict, using one’s imagination and knowledge of history and technology, how dance may be designed and/or presented in the future.
<u>DA.68.H.3.1:</u>	Demonstrate response and reaction, through movement sequences, to various sources of inspiration.
<u>DA.68.H.3.2:</u>	Compare elements and principles of composition with elements and principles of other art forms.
<u>DA.68.H.3.4:</u>	Create or perform a dance piece using ideas and principles common to dance and another art form.
<u>DA.68.H.3.5:</u>	Practice using world languages and accurate dance terminology suitable to each dance genre.

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)

<u>DA.68.O.1.1:</u>	<p>Compare characteristics of two dance forms.</p> <p>Remarks/Examples</p> <p>e.g., modern/jazz, ballet/Bharata Natyam, West African/Capoeira</p>
<u>DA.68.O.1.3:</u>	<p>Dissect a dance step or combination to reveal the underlying steps, positions, related steps, and possible variations.</p>
<u>DA.68.O.1.4:</u>	<p>Explain the order and purpose of a logical and healthful dance class.</p> <p>Remarks/Examples</p> <p>e.g., warm-ups, progressions, phrase work</p>
<u>DA.68.O.1.5:</u>	<p>Identify, define, and give examples of the elements of dance and/or principles of design to show how they give structure to a dance piece.</p> <p>Remarks/Examples</p> <p>e.g., body, energy/effort, space, time, relationships</p>
<u>DA.68.O.2.1:</u>	<p>Create a dance phrase and revise one or more elements to add interest and diversity to the piece.</p>
<u>DA.68.O.2.2:</u>	<p>Explain how the innovations of selected dance pioneers transformed specified dance genres.</p>
<u>DA.68.O.2.3:</u>	<p>Research and discuss examples of dance performed in venues other than the conventional proscenium theater and analyze how they were adapted to fit the space.</p>
<u>DA.68.O.3.2:</u>	<p>Create physical images to communicate the intent of a movement, phrase, or dance piece.</p>
<u>DA.68.O.3.3:</u>	<p>Record dance sequences using accurate dance terminology to identify movements, positions, and shapes.</p>
<u>DA.68.S.1.1:</u>	<p>Explore dance phrases to investigate choreographic principles and structures.</p> <p>Remarks/Examples</p> <p>e.g., sequence, unity, contrast, variety, repetition, transitions, climax/resolution</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)

<u>DA.68.S.1.2:</u>	Experiment with improvisational exercises to develop creative risk-taking capacities.
<u>DA.68.S.1.3:</u>	Analyze the possibilities and limitations of the body through short dance sequences. Remarks/Examples e.g., developmental level, safe transitions, jump height, physical safety, speed, anatomical function (knee: hinge joint; hip: ball joint)
<u>DA.68.S.2.1:</u>	Sustain focused attention, respect, and discipline during classes and performances.
<u>DA.68.S.2.2:</u>	Memorize and replicate movement sequences with speed and accuracy in class or audition settings.
<u>DA.68.S.2.3:</u>	Explore the complexity of sequencing through reversing and reordering movement sequences.
<u>DA.68.S.2.4:</u>	Transfer corrections or concepts from the execution of one class exercise to another. Remarks/Examples e.g., rotation of the leg in pli� to rotation of the leg in tendu
<u>DA.68.S.3.1:</u>	Use and maintain principles of alignment in locomotor and non-locomotor movements.
<u>DA.68.S.3.2:</u>	Develop strength, stamina, flexibility, and range of motion through safe practices and knowledge of basic anatomy and physiology.
<u>DA.68.S.3.4:</u>	Perform, using dance technique, with musical accuracy and expression. Remarks/Examples e.g., on the counts, fill the music
<u>DA.68.S.3.6:</u>	Change the expression or intention of a dance sequence by manipulating one or more dynamic elements. Remarks/Examples e.g., resistance, energy, time, focus

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)

<u>DA.68.S.3.7:</u>	Practice a variety of dance sequences to increase agility and coordination in movement patterns.
<u>DA.68.S.3.8:</u>	Develop and demonstrate a sense of line that is appropriate to the style of a given dance form.
<u>HE.8.C.1.4:</u>	Investigate strategies to reduce or prevent injuries and other adolescent health problems. Remarks/Examples Recognize signs and symptoms of depression, accessing resources, abstinence to reduce sexually transmitted diseases, sexually transmitted infections, and pregnancy; places to avoid; and healthy relationship skills.
<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.68.WHST.3.9:</u>	Draw evidence from informational texts to support analysis reflection, and research.
<u>LAFS.8.SL.1.2:</u>	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
<u>LAFS.8.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
<u>LAFS.8.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>PF.6.C.2.14:</u>	List terminology and etiquette in educational gymnastics or

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)

	dance.
<u>PE.6.M.1.11:</u>	Apply proper warm-up and cool-down techniques.



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

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)

Course: M/J Dance 3 and Career Planning-0300025

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3824>

BASIC INFORMATION

Course Number:	0300025
Grade Levels:	6,7,8
Keyword:	Grades PreK To 12, Grades 6 To 8, courses, Education Courses, grades 6-8, Dance, General, Dance Technique, M/J Dance 3 and Career Planning, M/J DANCE 3 CAR PLAN
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Dance SubSubject: General
Course Title:	M/J Dance 3 and Career Planning
Course Abbreviated Title:	M/J DANCE 3 CAR PLAN
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students build technical and creative skills relative to choreographic structure, performance, dance science, and somatic movement practices; and attend to alignment,

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>collaborative problem solving, dance conditioning, and safe studio practices. They study works of historical significance and make multidisciplinary connections to create new works inspired by environmental, social, cultural, and current events, employ dance as a healthy life skill, and use dance terminology to describe the expressive and aesthetic qualities of performance. In parallel with their learning opportunities in dance, students investigate careers in a wide variety of fields. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.</p>
<p>General Notes:</p>	<p>Career and Education Planning - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes. For additional information on the Middle School Career and Education Planning course, go to http://www.fl DOE.org/workforce/ced/.</p> <p>1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.</p> <p>2.0 Develop skills to locate, evaluate, and interpret career information.</p> <p>3.0 Identify and demonstrate processes for making short and long term goals.</p> <p>4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.</p> <p>5.0 Understand the relationship between educational achievement and career choices/postsecondary options.</p> <p>6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.</p>

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>7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.</p> <p>8.0 Demonstrate knowledge of technology and its application in career fields/clusters.</p>
--	---

STANDARDS (46)

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

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

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

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

<u>DA.68.C.1.1:</u>	Examine and discuss exemplary works to gain ideas for creating dance studies with artistic intent.
<u>DA.68.C.1.2:</u>	Process, sequence, and demonstrate new material quickly and accurately with energy, expression, and clarity. Remarks/Examples
	e.g., in a classroom, master class, rehearsal, audition
<u>DA.68.C.1.4:</u>	Identify and discuss the function and importance of physical and cognitive rehearsal in the retention, recall, and performance of

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)

	movement.
<u>DA.68.C.2.1:</u>	Solve challenges in technique and composition by visualizing and applying creative solutions.
<u>DA.68.C.2.2:</u>	Reflect on critiques from a variety of sources to improve technique and the creative process, and to make decisions about one's work. Remarks/Examples e.g., self, peer, teacher
<u>DA.68.C.3.1:</u>	Analyze an artist's work, using selected criteria, and describe its effectiveness in communicating meaning and specific intent.
<u>DA.68.C.3.2:</u>	Evaluate key elements observed in historically significant, exemplary works of dance.
<u>DA.68.F.1.3:</u>	Practice creative risk-taking through dance improvisation and performance.
<u>DA.68.F.2.1:</u>	Explain the roles of dance production personnel. Remarks/Examples e.g., choreographer, producer, stage manager, ticket sales
<u>DA.68.F.3.3:</u>	Prepare auditions and audition skills for schools, companies, and/or commercial work in dance. Remarks/Examples e.g., attire, etiquette, professional presentation, technique, conditioning
<u>DA.68.F.3.4:</u>	Maintain documentation of dance-related activities, including a repertory sheet, to prepare for résumé-writing.
<u>DA.68.F.3.5:</u>	Describe basic functions of skeletal and muscular systems.
<u>DA.68.H.1.2:</u>	Research and discuss the influence that social dances have had on the development of classical, theatrical, modern, and contemporary dance genres.
<u>DA.68.H.1.3:</u>	Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property.

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>Remarks/Examples</p> <p>e.g., production design, costume design, performance recordings, music licensing</p>
<u>DA.68.H.2.2:</u>	<p>Compare the roles of dance in various cultures.</p> <p>Remarks/Examples</p> <p>e.g., celebratory, storytelling, social, spiritual</p>
<u>DA.68.H.3.1:</u>	<p>Demonstrate response and reaction, through movement sequences, to various sources of inspiration.</p>
<u>DA.68.H.3.3:</u>	<p>Use knowledge of the body, acquired in dance, science, and/or physical education, to improve health and strength.</p>
<u>DA.68.H.3.4:</u>	<p>Create or perform a dance piece using ideas and principles common to dance and another art form.</p>
<u>DA.68.H.3.5:</u>	<p>Practice using world languages and accurate dance terminology suitable to each dance genre.</p>
<u>DA.68.O.1.2:</u>	<p>Demonstrate, without prompting, procedures expected in class, rehearsal, and performance with independence.</p>
<u>DA.68.O.1.5:</u>	<p>Identify, define, and give examples of the elements of dance and/or principles of design to show how they give structure to a dance piece.</p> <p>Remarks/Examples</p> <p>e.g., body, energy/effort, space, time, relationships</p>
<u>DA.68.O.2.1:</u>	<p>Create a dance phrase and revise one or more elements to add interest and diversity to the piece.</p>
<u>DA.68.O.3.4:</u>	<p>Research existing methods of recording or documenting dance as a way of sharing and preserving it.</p> <p>Remarks/Examples</p> <p>e.g., Labanotation, Life Forms, film, video</p>
<u>DA.68.O.3.5:</u>	<p>Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.</p>

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)

<u>DA.68.S.1.2:</u>	Experiment with improvisational exercises to develop creative risk-taking capacities.
<u>DA.68.S.1.4:</u>	Use kinesthetic knowledge to demonstrate comprehension of partnering and movement relationships between two or more dancers. Remarks/Examples e.g., counter-balance, weight-share, line, opposition, mirroring, unison
<u>DA.68.S.2.1:</u>	Sustain focused attention, respect, and discipline during classes and performances.
<u>DA.68.S.2.2:</u>	Memorize and replicate movement sequences with speed and accuracy in class or audition settings.
<u>DA.68.S.2.4:</u>	Transfer corrections or concepts from the execution of one class exercise to another. Remarks/Examples e.g., rotation of the leg in pli� to rotation of the leg in tendu
<u>DA.68.S.2.5:</u>	Rehearse to improve the performance quality of dance pieces. Remarks/Examples e.g., repetition, revision, refinement
<u>DA.68.S.3.1:</u>	Use and maintain principles of alignment in locomotor and non-locomotor movements.
<u>DA.68.S.3.2:</u>	Develop strength, stamina, flexibility, and range of motion through safe practices and knowledge of basic anatomy and physiology.
<u>DA.68.S.3.3:</u>	Apply the mechanics of movement transitions and weight changes. Remarks/Examples e.g., body-part initiation, pelvic shift, fall and recovery
<u>DA.68.S.3.4:</u>	Perform, using dance technique, with musical accuracy and expression.

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)

	Remarks/Examples e.g., on the counts, fill the music
DA.68.S.3.5:	Perform a variety of movements while vertical, off-vertical, or balancing on one leg.
DA.68.S.3.7:	Practice a variety of dance sequences to increase agility and coordination in movement patterns.
DA.68.S.3.8:	Develop and demonstrate a sense of line that is appropriate to the style of a given dance form.
HE.7.C.2.7:	Evaluate how changes in social norms impact healthy and unhealthy behavior. Remarks/Examples Some examples may include secondhand smoke, menu items at restaurants, anti-bullying behavior.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
LAFS.7.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie but not He wore an old[,] green shirt</i>). b. Spell correctly.
LAFS.7.SL.1.3:	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency

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)

	of the evidence.
<u>LAFS.7.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>PE.6.C.2.14:</u>	List terminology and etiquette in educational gymnastics or dance.
<u>PE.6.M.1.11:</u>	Apply proper warm-up and cool-down techniques.



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

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)

Course: M/J Dance 3- 0300020

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3818>

BASIC INFORMATION

Course Number:	0300020
Grade Levels:	6,7,8
Keyword:	M/J DANCE 3, Grades PreK To 12, Grades 6 To 8, courses, Education Courses, grades 6-8, Dance, General, Dance Technique
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Dance SubSubject: General
Course Title:	M/J Dance 3
Course Abbreviated Title:	M/J DANCE 3
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students build technical and creative skills relative to choreographic structure, performance, dance science, and somatic movement practices; and attend to alignment, collaborative problem solving, dance conditioning, and safe studio practices. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend

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)

	and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.
--	--

STANDARDS (47)

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

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

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

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

<u>DA.68.C.1.1:</u>	Examine and discuss exemplary works to gain ideas for creating dance studies with artistic intent.
<u>DA.68.C.1.2:</u>	Process, sequence, and demonstrate new material quickly and accurately with energy, expression, and clarity. Remarks/Examples
	e.g., in a classroom, master class, rehearsal, audition
<u>DA.68.C.1.4:</u>	Identify and discuss the function and importance of physical and cognitive rehearsal in the retention, recall, and performance of

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)

	movement.
<u>DA.68.C.2.1:</u>	Solve challenges in technique and composition by visualizing and applying creative solutions.
<u>DA.68.C.2.2:</u>	Reflect on critiques from a variety of sources to improve technique and the creative process, and to make decisions about one's work. Remarks/Examples e.g., self, peer, teacher
<u>DA.68.C.3.1:</u>	Analyze an artist's work, using selected criteria, and describe its effectiveness in communicating meaning and specific intent.
<u>DA.68.C.3.2:</u>	Evaluate key elements observed in historically significant, exemplary works of dance.
<u>DA.68.F.1.3:</u>	Practice creative risk-taking through dance improvisation and performance.
<u>DA.68.F.2.1:</u>	Explain the roles of dance production personnel. Remarks/Examples e.g., choreographer, producer, stage manager, ticket sales
<u>DA.68.F.3.3:</u>	Prepare auditions and audition skills for schools, companies, and/or commercial work in dance. Remarks/Examples e.g., attire, etiquette, professional presentation, technique, conditioning
<u>DA.68.F.3.4:</u>	Maintain documentation of dance-related activities, including a repertory sheet, to prepare for résumé-writing.
<u>DA.68.F.3.5:</u>	Describe basic functions of skeletal and muscular systems.
<u>DA.68.H.1.2:</u>	Research and discuss the influence that social dances have had on the development of classical, theatrical, modern, and contemporary dance genres.
<u>DA.68.H.1.3:</u>	Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property.

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)

	Remarks/Examples e.g., production design, costume design, performance recordings, music licensing
<u>DA.68.H.2.2:</u>	Compare the roles of dance in various cultures. Remarks/Examples e.g., celebratory, storytelling, social, spiritual
<u>DA.68.H.3.1:</u>	Demonstrate response and reaction, through movement sequences, to various sources of inspiration.
<u>DA.68.H.3.3:</u>	Use knowledge of the body, acquired in dance, science, and/or physical education, to improve health and strength.
<u>DA.68.H.3.4:</u>	Create or perform a dance piece using ideas and principles common to dance and another art form.
<u>DA.68.H.3.5:</u>	Practice using world languages and accurate dance terminology suitable to each dance genre.
<u>DA.68.O.1.1:</u>	Compare characteristics of two dance forms. Remarks/Examples e.g., modern/jazz, ballet/Bharata Natyam, West African/Capoeira
<u>DA.68.O.1.2:</u>	Demonstrate, without prompting, procedures expected in class, rehearsal, and performance with independence.
<u>DA.68.O.1.5:</u>	Identify, define, and give examples of the elements of dance and/or principles of design to show how they give structure to a dance piece. Remarks/Examples e.g., body, energy/effort, space, time, relationships
<u>DA.68.O.2.1:</u>	Create a dance phrase and revise one or more elements to add interest and diversity to the piece.
<u>DA.68.O.3.4:</u>	Research existing methods of recording or documenting dance as a way of sharing and preserving it. Remarks/Examples

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)

	e.g., Labanotation, Life Forms, film, video
<u>DA.68.O.3.5:</u>	Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.
<u>DA.68.S.1.2:</u>	Experiment with improvisational exercises to develop creative risk-taking capacities.
<u>DA.68.S.1.4:</u>	Use kinesthetic knowledge to demonstrate comprehension of partnering and movement relationships between two or more dancers. Remarks/Examples e.g., counter-balance, weight-share, line, opposition, mirroring, unison
<u>DA.68.S.2.1:</u>	Sustain focused attention, respect, and discipline during classes and performances.
<u>DA.68.S.2.2:</u>	Memorize and replicate movement sequences with speed and accuracy in class or audition settings.
<u>DA.68.S.2.4:</u>	Transfer corrections or concepts from the execution of one class exercise to another. Remarks/Examples e.g., rotation of the leg in pli�e to rotation of the leg in tendu
<u>DA.68.S.2.5:</u>	Rehearse to improve the performance quality of dance pieces. Remarks/Examples e.g., repetition, revision, refinement
<u>DA.68.S.3.1:</u>	Use and maintain principles of alignment in locomotor and non-locomotor movements.
<u>DA.68.S.3.2:</u>	Develop strength, stamina, flexibility, and range of motion through safe practices and knowledge of basic anatomy and physiology.
<u>DA.68.S.3.3:</u>	Apply the mechanics of movement transitions and weight changes.

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>Remarks/Examples</p> <p>e.g., body-part initiation, pelvic shift, fall and recovery</p>
<u>DA.68.S.3.4:</u>	<p>Perform, using dance technique, with musical accuracy and expression.</p> <p>Remarks/Examples</p> <p>e.g., on the counts, fill the music</p>
<u>DA.68.S.3.5:</u>	<p>Perform a variety of movements while vertical, off-vertical, or balancing on one leg.</p>
<u>DA.68.S.3.7:</u>	<p>Practice a variety of dance sequences to increase agility and coordination in movement patterns.</p>
<u>DA.68.S.3.8:</u>	<p>Develop and demonstrate a sense of line that is appropriate to the style of a given dance form.</p>
<u>HE.7.C.1.4:</u>	<p>Describe ways to reduce or prevent injuries and adolescent health problems.</p> <p>Remarks/Examples</p> <p>Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.</p>
<u>LAFS.68.RST.2.4:</u>	<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</p>
<u>LAFS.68.WHST.2.4:</u>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<u>LAFS.68.WHST.3.9:</u>	<p>Draw evidence from informational texts to support analysis reflection, and research.</p>
<u>LAFS.7.SL.1.2:</u>	<p>Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>

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)

<u>LAFS.7.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<u>LAFS.7.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>PE.6.C.2.14:</u>	List terminology and etiquette in educational gymnastics or dance.
<u>PE.6.M.1.11:</u>	Apply proper warm-up and cool-down techniques.



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

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)

Course: M/J Dance 1- 0300000

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3812>

BASIC INFORMATION

Course Number:	0300000
Grade Levels:	6,7,8
Keyword:	Grades PreK to 12 Education Courses, Grade Group: Grades 6 to 8 Education Courses, Dance, Dance Technique, M/J Dance 1,
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Dance SubSubject: General
Course Title:	M/J Dance 1
Course Abbreviated Title:	M/J DANCE 1
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students develop dance technique and movement vocabulary in two or more dance forms. In the process, dancers demonstrate use of class and performance etiquette, analytical and problem-solving skills, and studio practices in a safe dance environment. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support,

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)

	extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.
--	---

STANDARDS (36)

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

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

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

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

<u>DA.68.C.1.2:</u>	Process, sequence, and demonstrate new material quickly and accurately with energy, expression, and clarity. Remarks/Examples e.g., in a classroom, master class, rehearsal, audition
<u>DA.68.C.2.1:</u>	Solve challenges in technique and composition by visualizing and applying creative solutions.
<u>DA.68.C.2.2:</u>	Reflect on critiques from a variety of sources to improve technique and the creative process, and to make decisions about one's work. Remarks/Examples e.g., self, peer, teacher

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)

<u>DA.68.F.1.3:</u>	Practice creative risk-taking through dance improvisation and performance.
<u>DA.68.F.2.1:</u>	Explain the roles of dance production personnel. Remarks/Examples e.g., choreographer, producer, stage manager, ticket sales
<u>DA.68.F.3.4:</u>	Maintain documentation of dance-related activities, including a repertory sheet, to prepare for résumé-writing.
<u>DA.68.F.3.5:</u>	Describe basic functions of skeletal and muscular systems.
<u>DA.68.H.1.2:</u>	Research and discuss the influence that social dances have had on the development of classical, theatrical, modern, and contemporary dance genres.
<u>DA.68.H.1.3:</u>	Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property. Remarks/Examples e.g., production design, costume design, performance recordings, music licensing
<u>DA.68.H.2.2:</u>	Compare the roles of dance in various cultures. Remarks/Examples e.g., celebratory, storytelling, social, spiritual
<u>DA.68.H.3.3:</u>	Use knowledge of the body, acquired in dance, science, and/or physical education, to improve health and strength.
<u>DA.68.H.3.5:</u>	Practice using world languages and accurate dance terminology suitable to each dance genre.
<u>DA.68.O.1.1:</u>	Compare characteristics of two dance forms. Remarks/Examples e.g., modern/jazz, ballet/Bharata Natyam, West African/Capoeira
<u>DA.68.O.1.2:</u>	Demonstrate, without prompting, procedures expected in class, rehearsal, and performance with independence.

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)

<u>DA.68.O.2.1:</u>	Create a dance phrase and revise one or more elements to add interest and diversity to the piece.
<u>DA.68.O.3.5:</u>	Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.
<u>DA.68.S.1.4:</u>	Use kinesthetic knowledge to demonstrate comprehension of partnering and movement relationships between two or more dancers. Remarks/Examples e.g., counter-balance, weight-share, line, opposition, mirroring, unison
<u>DA.68.S.2.1:</u>	Sustain focused attention, respect, and discipline during classes and performances.
<u>DA.68.S.2.4:</u>	Transfer corrections or concepts from the execution of one class exercise to another. Remarks/Examples e.g., rotation of the leg in pli�e to rotation of the leg in tendu
<u>DA.68.S.2.5:</u>	Rehearse to improve the performance quality of dance pieces. Remarks/Examples e.g., repetition, revision, refinement
<u>DA.68.S.3.1:</u>	Use and maintain principles of alignment in locomotor and non-locomotor movements.
<u>DA.68.S.3.2:</u>	Develop strength, stamina, flexibility, and range of motion through safe practices and knowledge of basic anatomy and physiology.
<u>DA.68.S.3.3:</u>	Apply the mechanics of movement transitions and weight changes. Remarks/Examples e.g., body-part initiation, pelvic shift, fall and recovery
<u>DA.68.S.3.4:</u>	Perform, using dance technique, with musical accuracy and expression.

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)

	Remarks/Examples e.g., on the counts, fill the music
<u>DA.68.S.3.5:</u>	Perform a variety of movements while vertical, off-vertical, or balancing on one leg.
<u>DA.68.S.3.7:</u>	Practice a variety of dance sequences to increase agility and coordination in movement patterns.
<u>HE.7.C.1.4:</u>	Describe ways to reduce or prevent injuries and adolescent health problems. Remarks/Examples Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.
<u>LAFS.6.SL.1.2:</u>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<u>LAFS.6.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<u>LAFS.6.SL.2.4:</u>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.68.WHST.3.7:</u>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

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)

<u>LAFS.68.WHST.3.9:</u>	Draw evidence from informational texts to support analysis reflection, and research.
<u>PE.6.C.2.14:</u>	List terminology and etiquette in educational gymnastics or dance.
<u>PE.6.M.1.11:</u>	Apply proper warm-up and cool-down techniques.



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

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)

Course: M/J Dance 2- 0300010

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/3815>

BASIC INFORMATION

Course Number:	0300010
Grade Levels:	6,7,8
Keyword:	Grades PreK To 12, Grades 6 To 8, courses, Education Courses, grades 6-8, Dance, General, Dance Technique, M/J Dance 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Dance SubSubject: General
Course Title:	M/J Dance 2
Course Abbreviated Title:	M/J DANCE 2
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students attend to alignment, acquisition of complex technical skills, collaborative problem solving, dance conditioning, and safe studio practices. They learn about dance in its cultural and historical contexts through research and physical experiences, explore exemplary modern works, employ dance as a healthy life skill, and use dance terminology appropriately to describe the

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)

	expressive and aesthetic qualities of performance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.
--	--

STANDARDS (36)

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

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

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

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

<u>DA.68.C.1.2:</u>	Process, sequence, and demonstrate new material quickly and accurately with energy, expression, and clarity. Remarks/Examples e.g., in a classroom, master class, rehearsal, audition
<u>DA.68.C.2.1:</u>	Solve challenges in technique and composition by visualizing and applying creative solutions.
<u>DA.68.C.2.2:</u>	Reflect on critiques from a variety of sources to improve technique and the creative process, and to make decisions about

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>one's work.</p> <p>Remarks/Examples</p> <p>e.g., self, peer, teacher</p>
<u>DA.68.F.1.3:</u>	Practice creative risk-taking through dance improvisation and performance.
<u>DA.68.F.2.1:</u>	<p>Explain the roles of dance production personnel.</p> <p>Remarks/Examples</p> <p>e.g., choreographer, producer, stage manager, ticket sales</p>
<u>DA.68.F.3.4:</u>	Maintain documentation of dance-related activities, including a repertory sheet, to prepare for résumé-writing.
<u>DA.68.F.3.5:</u>	Describe basic functions of skeletal and muscular systems.
<u>DA.68.H.1.2:</u>	Research and discuss the influence that social dances have had on the development of classical, theatrical, modern, and contemporary dance genres.
<u>DA.68.H.1.3:</u>	<p>Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property.</p> <p>Remarks/Examples</p> <p>e.g., production design, costume design, performance recordings, music licensing</p>
<u>DA.68.H.2.2:</u>	<p>Compare the roles of dance in various cultures.</p> <p>Remarks/Examples</p> <p>e.g., celebratory, storytelling, social, spiritual</p>
<u>DA.68.H.3.3:</u>	Use knowledge of the body, acquired in dance, science, and/or physical education, to improve health and strength.
<u>DA.68.H.3.5:</u>	Practice using world languages and accurate dance terminology suitable to each dance genre.
<u>DA.68.O.1.1:</u>	<p>Compare characteristics of two dance forms.</p> <p>Remarks/Examples</p> <p>e.g., modern/jazz, ballet/Bharata Natyam, West African/Capoeira</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)

<u>DA.68.O.1.2:</u>	Demonstrate, without prompting, procedures expected in class, rehearsal, and performance with independence.
<u>DA.68.O.2.1:</u>	Create a dance phrase and revise one or more elements to add interest and diversity to the piece.
<u>DA.68.O.3.5:</u>	Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.
<u>DA.68.S.1.4:</u>	Use kinesthetic knowledge to demonstrate comprehension of partnering and movement relationships between two or more dancers.
	Remarks/Examples
	e.g., counter-balance, weight-share, line, opposition, mirroring, unison
<u>DA.68.S.2.1:</u>	Sustain focused attention, respect, and discipline during classes and performances.
<u>DA.68.S.2.4:</u>	Transfer corrections or concepts from the execution of one class exercise to another.
	Remarks/Examples
	e.g., rotation of the leg in pli� to rotation of the leg in tendu
<u>DA.68.S.2.5:</u>	Rehearse to improve the performance quality of dance pieces.
	Remarks/Examples
	e.g., repetition, revision, refinement
<u>DA.68.S.3.1:</u>	Use and maintain principles of alignment in locomotor and non-locomotor movements.
<u>DA.68.S.3.2:</u>	Develop strength, stamina, flexibility, and range of motion through safe practices and knowledge of basic anatomy and physiology.
<u>DA.68.S.3.3:</u>	Apply the mechanics of movement transitions and weight changes.
	Remarks/Examples

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)

	e.g., body-part initiation, pelvic shift, fall and recovery
<u>DA.68.S.3.4:</u>	Perform, using dance technique, with musical accuracy and expression. Remarks/Examples e.g., on the counts, fill the music
<u>DA.68.S.3.5:</u>	Perform a variety of movements while vertical, off-vertical, or balancing on one leg.
<u>DA.68.S.3.7:</u>	Practice a variety of dance sequences to increase agility and coordination in movement patterns.
<u>HE.7.C.1.4:</u>	Describe ways to reduce or prevent injuries and adolescent health problems. Remarks/Examples Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.
<u>LAFS.6.SL.1.2:</u>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<u>LAFS.6.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<u>LAFS.6.SL.2.4:</u>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and

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)

	audience.
<u>LAFS.68.WHST.3.7:</u>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<u>LAFS.68.WHST.3.9:</u>	Draw evidence from informational texts to support analysis reflection, and research.
<u>PE.6.C.2.14:</u>	List terminology and etiquette in educational gymnastics or dance.
<u>PE.6.M.1.11:</u>	Apply proper warm-up and cool-down techniques.



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

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)

Course: M/J Digital Art and Design 1-0103000

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4791>

BASIC INFORMATION

Course Number:	0103000
Grade Levels:	6,7,8
Keyword:	Grades PreK To 12, Grades 6 To 8, courses, Education Courses, grades 6-8, Digital Arts, Art, Visual, M/J Digital Art and Design 1, M/J DIG ART & DES 1
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: Art - Visual Arts</p> <p>SubSubject: Digital Arts</p>
Course Title:	M/J Digital Art and Design 1
Course Abbreviated Title:	M/J DIG ART & DES 1
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still and/or animated images

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)

	through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.
--	---

STANDARDS (25)

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

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

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

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

<u>LAFS.6.SL.1.2:</u>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<u>LAFS.6.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<u>LAFS.6.SL.2.4:</u>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

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)

<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.68.WHST.2.6:</u>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<u>VA.68.C.1.3:</u>	Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work. Remarks/Examples e.g., personal, cultural, historical
<u>VA.68.C.2.3:</u>	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
<u>VA.68.C.3.1:</u>	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
<u>VA.68.F.1.1:</u>	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. Remarks/Examples e.g., potential to transfer and incorporate technological applications
<u>VA.68.F.1.4:</u>	Use technology skills to create an imaginative and unique work of art. Remarks/Examples e.g., convey depth, scale
<u>VA.68.F.2.1:</u>	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
<u>VA.68.F.3.4:</u>	Follow directions and complete art tasks in a timely manner to

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)

	show development of 21st-century skills.
<u>VA.68.H.1.2:</u>	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
<u>VA.68.H.2.3:</u>	Describe the rationale for creating, collecting, exhibiting, and owning works of art. Remarks/Examples e.g., private, public, and personal art collections
<u>VA.68.H.3.3:</u>	Create imaginative works to include background knowledge or information from other subjects. Remarks/Examples e.g., from history, environment, literary works
<u>VA.68.O.1.1:</u>	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
<u>VA.68.O.1.2:</u>	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
<u>VA.68.O.2.2:</u>	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.
<u>VA.68.O.3.1:</u>	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences. Remarks/Examples e.g., digital, presentation, artworks, video/motion
<u>VA.68.S.1.4:</u>	Use accurate art vocabulary to explain the creative and art-making processes.
<u>VA.68.S.2.1:</u>	Organize the structural elements of art to achieve artistic goals when producing personal works of art.
<u>VA.68.S.3.1:</u>	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.

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)

<u>VA.68.S.3.3:</u>	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
<u>VA.68.S.3.4:</u>	<p>Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.</p> <p>Remarks/Examples</p> <p>e.g., ethics, plagiarism, appropriation from the Internet and other sources</p>



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

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)

Course: M/J Creative Photography 3-0102060

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4800>

BASIC INFORMATION

Course Number:	0102060
Grade Levels:	6,7,8
Keyword:	Grades PreK To 12, Grades 6 To 8, courses, Education Courses, grades 6-8, Photography, Art - Visual Arts, M/J Creative Photography 3, M/J CREATIVE PHOTO 3
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Art - Visual Arts SubSubject: Photography
Course Title:	M/J Creative Photography 3
Course Abbreviated Title:	M/J CREATIVE PHOTO 3
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students advance their technical and aesthetic foundations to achieve mastery of technique and advanced expressive use of the language of art. This course may include, but is not limited to,

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)

Course: M/J Digital Art and Design 3-0103020

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4785>

BASIC INFORMATION

Course Number:	0103020
Grade Levels:	6,7,8
Keyword:	Grades PreK To 12, Grades 6 To 8, courses, Education Courses, grades 6-8, Digital Arts, Art, Visual, M/J Digital Art and Design 3, M/J DIG ART DESIGN 3
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Art - Visual Arts SubSubject: Digital Arts
Course Title:	M/J Digital Art and Design 3
Course Abbreviated Title:	M/J DIG ART DESIGN 3
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students become proficient in, and refine, their use of concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still and/or

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>animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Students' increasingly independent approach to their work promotes risk-taking in the completion of conceptually based, self-directed work. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.</p>
--	--

STANDARDS (30)

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

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

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

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

<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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)

<u>LAFS.68.WHST.2.6:</u>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<u>LAFS.8.SL.1.2:</u>	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
<u>LAFS.8.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
<u>LAFS.8.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>VA.68.C.1.2:</u>	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
<u>VA.68.C.2.1:</u>	Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.
<u>VA.68.C.2.4:</u>	Use constructive criticism as a purposeful tool for artistic growth.
<u>VA.68.C.3.4:</u>	Compare the uses for artwork and utilitarian objects to determine their significance in society.
<u>VA.68.F.1.2:</u>	Use creative risk-taking strategies learned from artists’ works to incorporate artistic solutions in the creation of new personal artworks.
<u>VA.68.F.1.4:</u>	Use technology skills to create an imaginative and unique work of art. Remarks/Examples e.g., convey depth, scale
<u>VA.68.F.2.4:</u>	Present research on the works of local artists and designers to understand the significance of art in the community.
<u>VA.68.F.2.5:</u>	Create an artist statement to reflect on personal artwork for a

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)

	portfolio or exhibition.
<u>VA.68.F.3.1:</u>	Use technology applications through the art-making process to express community or global concerns.
<u>VA.68.F.3.2:</u>	Analyze the procedural and divergent thinking skills developed in visual art to identify a purpose for the communication of art ideas.
<u>VA.68.H.1.4:</u>	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
<u>VA.68.H.2.2:</u>	Explain the impact artwork and utilitarian objects have on the human experience.
<u>VA.68.H.3.2:</u>	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. Remarks/Examples e.g., identify facts, ideas, problem-solving skills
<u>VA.68.O.1.3:</u>	Combine creative and technical knowledge to produce visually strong works of art.
<u>VA.68.O.1.4:</u>	Create artworks that demonstrate skilled use of media to convey personal vision.
<u>VA.68.O.2.1:</u>	Create new meaning in artworks through shared language, expressive content, and ideation.
<u>VA.68.O.2.3:</u>	Create a work of personal art using various media to solve an open-ended artistic problem.
<u>VA.68.O.3.2:</u>	Discuss the communicative differences between specific two- and three-dimensional works of art.
<u>VA.68.S.1.1:</u>	Manipulate content, media, techniques, and processes to achieve communication with artistic intent.
<u>VA.68.S.1.3:</u>	Use ideas from cultural, historical, and artistic references to create personal responses in personal artwork. Remarks/Examples e.g., texts, visual media, Internet, museums, Florida history,

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)

	Holocaust, African American history
<u>VA.68.S.2.1:</u>	Organize the structural elements of art to achieve artistic goals when producing personal works of art.
<u>VA.68.S.3.2:</u>	Develop spontaneity and visual unity in artwork through repeated practice and refined craftsmanship.
<u>VA.68.S.3.3:</u>	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
<u>VA.68.S.3.4:</u>	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. Remarks/Examples e.g., ethics, plagiarism, appropriation from the Internet and other sources



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

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)

Course: M/J Digital Art and Design 2 and Career Planning- 0103015

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4786>

BASIC INFORMATION

Course Number:	0103015
Grade Levels:	6,7,8
Keyword:	Grades PreK To 12, Grades 6 To 8, courses, Education Courses, grades 6-8, Digital Arts, Art, Visual, M/J Digital Art and Design 2 and Career Planning, M/J DIG ART & DES 2 CP
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: Art - Visual Arts</p> <p>SubSubject: Digital Arts</p>
Course Title:	M/J Digital Art and Design 2 and Career Planning
Course Abbreviated Title:	M/J DIG ART & DES 2 CP
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students develop and refine concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still and/or animated images

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>through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials. In tandem with their learning opportunities in Digital Art Design 2, they investigate careers in a wide variety of fields, guided by the competencies required by Florida Statute.</p>
<p>General Notes:</p>	<p>Career and Education Planning - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes. For additional information on the Middle School Career and Education Planning course, go to http://www.fl DOE.org/workforce/ced/.</p> <p>1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.</p> <p>2.0 Develop skills to locate, evaluate, and interpret career information.</p> <p>3.0 Identify and demonstrate processes for making short and long term goals.</p> <p>4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.</p> <p>5.0 Understand the relationship between educational achievement and career choices/postsecondary options.</p> <p>6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.</p> <p>7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.</p> <p>8.0 Demonstrate knowledge of technology and its application in</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)

	career fields/clusters.
--	-------------------------

STANDARDS (19)

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

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

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

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

<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.68.WHST.2.6:</u>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<u>LAFS.7.SL.1.2:</u>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
<u>LAFS.7.SL.1.3:</u>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency

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)

	of the evidence.
<u>LAFS.7.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>VA.68.C.1.2:</u>	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
<u>VA.68.C.2.2:</u>	Evaluate artwork objectively during group assessment to determine areas for refinement.
<u>VA.68.F.1.4:</u>	Use technology skills to create an imaginative and unique work of art. Remarks/Examples e.g., convey depth, scale
<u>VA.68.F.2.3:</u>	Identify art careers that have a financial impact on local communities.
<u>VA.68.F.3.3:</u>	Collaborate with peers to complete an art task and develop leadership skills. Remarks/Examples e.g., task: voluntary, assigned; time: long-term group project
<u>VA.68.H.1.2:</u>	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
<u>VA.68.H.2.3:</u>	Describe the rationale for creating, collecting, exhibiting, and owning works of art. Remarks/Examples e.g., private, public, and personal art collections
<u>VA.68.H.3.2:</u>	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. Remarks/Examples e.g., identify facts, ideas, problem-solving skills

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)

<u>VA.68.O.1.1:</u>	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
<u>VA.68.S.1.2:</u>	Use media, technology, and other resources to derive ideas for personal art-making.
<u>VA.68.S.2.2:</u>	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
<u>VA.68.S.3.3:</u>	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
<u>VA.68.S.3.4:</u>	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. Remarks/Examples
	e.g., ethics, plagiarism, appropriation from the Internet and other sources



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

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)

Course: M/J Digital Art and Design 2-0103010

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4789>

BASIC INFORMATION

Course Number:	0103010
Grade Levels:	6,7,8
Keyword:	M/J Digital Art and Design 2, M/J DIG ART & DES 2, Grades PreK To 12, Grades 6 To 8, courses, Education Courses, grades 6-8, Digital Arts, Art, Visual
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Art - Visual Arts SubSubject: Digital Arts
Course Title:	M/J Digital Art and Design 2
Course Abbreviated Title:	M/J DIG ART & DES 2
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students develop and refine concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still and/or animated images through

The 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)

	the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.
--	---

STANDARDS (25)

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

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

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

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

<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.68.WHST.2.6:</u>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

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)

<u>LAFS.7.SL.1.2:</u>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
<u>LAFS.7.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<u>LAFS.7.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>VA.68.C.1.2:</u>	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
<u>VA.68.C.2.2:</u>	Evaluate artwork objectively during group assessment to determine areas for refinement.
<u>VA.68.C.3.3:</u>	Use analytical skills to understand meaning and explain connections with other contexts.
<u>VA.68.F.1.1:</u>	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. Remarks/Examples e.g., potential to transfer and incorporate technological applications
<u>VA.68.F.1.4:</u>	Use technology skills to create an imaginative and unique work of art. Remarks/Examples e.g., convey depth, scale
<u>VA.68.F.2.2:</u>	Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design. Remarks/Examples e.g., exhibition, sale of art products, technology, entertainment
<u>VA.68.F.3.3:</u>	Collaborate with peers to complete an art task and develop

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>leadership skills.</p> <p>Remarks/Examples</p> <p>e.g., task: voluntary, assigned; time: long-term group project</p>
<u>VA.68.H.1.4:</u>	<p>Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist’s own history.</p>
<u>VA.68.H.2.3:</u>	<p>Describe the rationale for creating, collecting, exhibiting, and owning works of art.</p> <p>Remarks/Examples</p> <p>e.g., private, public, and personal art collections</p>
<u>VA.68.H.3.1:</u>	<p>Discuss how knowledge and skills learned through the art-making and analysis processes are used to solve problems in non-art contexts.</p>
<u>VA.68.O.1.1:</u>	<p>Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.</p>
<u>VA.68.O.2.2:</u>	<p>Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.</p>
<u>VA.68.O.3.1:</u>	<p>Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences.</p> <p>Remarks/Examples</p> <p>e.g., digital, presentation, artworks, video/motion</p>
<u>VA.68.S.1.2:</u>	<p>Use media, technology, and other resources to derive ideas for personal art-making.</p>
<u>VA.68.S.1.5:</u>	<p>Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.</p>
<u>VA.68.S.2.2:</u>	<p>Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.</p>
<u>VA.68.S.3.1:</u>	<p>Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.</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)

<u>VA.68.S.3.3:</u>	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
<u>VA.68.S.3.4:</u>	<p>Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.</p> <p>Remarks/Examples</p> <p>e.g., ethics, plagiarism, appropriation from the Internet and other sources</p>



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

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>color and/or black and white photography, content in research, collaboration, installation, history of photography, making connections to contemporary and community photographers, and critiquing using varied techniques. Processes, techniques and media may include but not be limited to video, film, high speed photography, studio lighting, flash, long exposure, formal portraiture, large format, HDR, RAW processing, digital output on a variety of media including non-traditional materials. Craftsmanship and quality are reflected in the surface of the print, care of the materials, attention to compositional conventions, and expression of personal ideas and feelings. Student photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.</p>
--	--

STANDARDS (25)

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

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

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

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

<u>LAFS.68.RST.2.4:</u>	<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</p>
--------------------------------	---

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)

<u>LAFS.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.68.WHST.2.6:</u>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<u>LAFS.8.SL.1.2:</u>	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
<u>LAFS.8.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
<u>LAFS.8.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>VA.68.C.1.3:</u>	Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work. Remarks/Examples e.g., personal, cultural, historical
<u>VA.68.C.2.1:</u>	Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.
<u>VA.68.C.3.4:</u>	Compare the uses for artwork and utilitarian objects to determine their significance in society.
<u>VA.68.F.1.3:</u>	Investigate and describe how technology inspires and affects new applications and adaptations in art.
<u>VA.68.F.2.2:</u>	Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design. Remarks/Examples e.g., exhibition, sale of art products, technology, entertainment

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)

<u>VA.68.F.3.1:</u>	Use technology applications through the art-making process to express community or global concerns.
<u>VA.68.F.3.3:</u>	Collaborate with peers to complete an art task and develop leadership skills. Remarks/Examples e.g., task: voluntary, assigned; time: long-term group project
<u>VA.68.H.1.4:</u>	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist’s own history.
<u>VA.68.H.2.2:</u>	Explain the impact artwork and utilitarian objects have on the human experience.
<u>VA.68.H.3.3:</u>	Create imaginative works to include background knowledge or information from other subjects. Remarks/Examples e.g., from history, environment, literary works
<u>VA.68.O.1.3:</u>	Combine creative and technical knowledge to produce visually strong works of art.
<u>VA.68.O.1.4:</u>	Create artworks that demonstrate skilled use of media to convey personal vision.
<u>VA.68.O.2.3:</u>	Create a work of personal art using various media to solve an open-ended artistic problem.
<u>VA.68.O.3.1:</u>	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences. Remarks/Examples e.g., digital, presentation, artworks, video/motion
<u>VA.68.S.1.5:</u>	Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.
<u>VA.68.S.2.1:</u>	Organize the structural elements of art to achieve artistic goals when producing personal works of art.

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)

<u>VA.68.S.3.2:</u>	Develop spontaneity and visual unity in artwork through repeated practice and refined craftsmanship.
<u>VA.68.S.3.3:</u>	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
<u>VA.68.S.3.4:</u>	<p>Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.</p> <p>Remarks/Examples</p> <p>e.g., ethics, plagiarism, appropriation from the Internet and other sources</p>



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

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)

Course Number: 0102050	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Art/Visual Art » SubSubject: Technology-based Art »	
Course Title: M/J Creative Photography 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J CREATIVE PHOTO 2	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students advance their technical and aesthetic foundations in photographic techniques. This course may include, but is not limited to, color and/or black and white photography, researching the history of photography, making connections to contemporary and community photographers, critiquing using varied techniques, and experimenting with a variety of photographic media which may include, but is not limited to, handcrafted pinhole cameras, hand tinting photographs, mixed media, cyanotypes, medium format, photo collage, color photography, cross-processing, creative filters, macro, panoramic, digital output on a variety of media, emerging technologies and new media. Craftsmanship and quality are reflected in the surface of the print, care of the materials, attention to compositional conventions, and expression of personal ideas and feelings. Student photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.68.C.1.2	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.68.C.2.1	Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.
VA.68.C.2.3	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.68.C.3.2	Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.68.S.1.2	Use media, technology, and other resources to derive ideas for personal art-making.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	

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)

VA.68.S.2.2	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.68.S.3.2	Develop spontaneity and visual unity in artwork through repeated practice and refined craftsmanship.
VA.68.S.3.3	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
VA.68.S.3.4	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.68.O.1.1	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.68.O.2.2	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.68.H.1.2	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
VA.68.H.1.4	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.68.H.2.1	Describe how previous cultural trends have led to the development of new art styles.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.68.H.3.2	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.68.F.1.2	Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks.
VA.68.F.1.3	Investigate and describe how technology inspires and affects new applications and adaptations in art.
Careers in and related to the arts significantly and positively impact local and global economies.	

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)

VA.68.F.2.1	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.68.F.3.1	Use technology applications through the art-making process to express community or global concerns.
VA.68.F.3.3	Collaborate with peers to complete an art task and develop leadership skills.
Additional Required Benchmarks:	
LAFS.7.SL.1	Comprehension and Collaboration
LAFS.7.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LAFS.7.SL.1.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2	Presentation of Knowledge and Ideas
LAFS.7.SL.2.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.WHST.2	Production and Distribution of Writing
LAFS.68.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.K12.MP.7	Look for and make use of structure.

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)

Course: M/J Three-Dimensional Studio Art 2- 0101050

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4675>

BASIC INFORMATION

Course Number:	0101050
Grade Levels:	6,7,8
Keyword:	grades, preK, to, 12, education, courses, 6-8, education, Grades PreK To 12, Grades 6 To 8, courses, Education Courses, grades 6-8, Art Comprehensive, Art, Visual, M/J Three-Dimensional Studio Art 2, M/J 3D STUDIO ART 2
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: Art - Visual Arts</p> <p>SubSubject: Art Comprehensive</p>
Course Title:	M/J Three-Dimensional Studio Art 2
Course Abbreviated Title:	M/J 3D STUDIO ART 2
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students explore spatial relationships to create utilitarian forms or aesthetic structures. This course may include, but is not limited

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)

to, content in green or environmental design, sculpture, or ceramics. Students will examine subordinate and dominant components and implied line, and the processes and techniques for substitution may include draped, molded, or soft forms. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Students use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

STANDARDS (25)

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

- 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:

- MAFS.6.G.1: Solve real-world and mathematical problems involving area, surface area, and volume.
- MAFS.7.G.1: Draw, construct and describe geometrical figures and describe the relationships between them.
- LAFS.7.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LAFS.68.RST.2.4:

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

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)

	topics.
<u>LAFS.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.68.WHST.2.6:</u>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<u>LAFS.7.SL.1.2:</u>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
<u>LAFS.7.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<u>LAFS.7.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>VA.68.C.1.2:</u>	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
<u>VA.68.C.2.1:</u>	Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.
<u>VA.68.C.3.3:</u>	Use analytical skills to understand meaning and explain connections with other contexts.
<u>VA.68.F.1.1:</u>	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. Remarks/Examples e.g., potential to transfer and incorporate technological applications
<u>VA.68.F.2.2:</u>	Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design. Remarks/Examples

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)

Course: M/J Creative Photography 2 and Career Planning- 0102055

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4802>

BASIC INFORMATION

Course Number:	0102055
Grade Levels:	6,7,8
Keyword:	M/J Creative Photography 2 and Career Planning, M/J CREA PHOTO 2 C/P, Grades PreK To 12, Grades 6 To 8, courses, Education Courses, grades 6-8, Photography, Art - Visual Arts
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: Art - Visual Arts</p> <p>SubSubject: Photography</p>
Course Title:	M/J Creative Photography 2 and Career Planning
Course Abbreviated Title:	M/J CREA PHOTO 2 C/P
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students advance their technical and aesthetic foundations and explore careers in photography and other arts as well as careers outside the arts. This course may include, but is not limited to,

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>color and/or black and white photography, researching the history of photography, making connections to contemporary and community photographers, critiquing using varied techniques, and experimenting with a variety of photographic media which may include, but is not limited to, handcrafted pinhole cameras, hand tinting photographs, mixed media, cyanotypes, medium format, photo collage, color photography, cross-processing, creative filters, macro, panoramic, digital output on a variety of media, emerging technologies and new media. Craftsmanship and quality are reflected in the surface of the print, care of the materials, attention to compositional conventions, and expression of personal ideas and feelings. Student photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials. In tandem with their learning opportunities in Creative Photography 2 students investigate careers in a wide variety of fields guided by the competencies required by Florida Statute.</p>
<p>General Notes:</p>	<p>Career and Education Planning - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes. For additional information on the Middle School Career and Education Planning course, go to http://www.fldoe.org/workforce/ced/.</p> <p>1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.</p> <p>2.0 Develop skills to locate, evaluate, and interpret career information.</p> <p>3.0 Identify and demonstrate processes for making short and long term goals.</p> <p>4.0 Demonstrate employability skills such as working in a group,</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>problem-solving and organizational skills, and the importance of entrepreneurship.</p> <p>5.0 Understand the relationship between educational achievement and career choices/postsecondary options.</p> <p>6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.</p> <p>7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.</p> <p>8.0 Demonstrate knowledge of technology and its application in career fields/clusters.</p>
--	--

STANDARDS (17)

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

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

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

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

<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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)

<u>LAFS.68.WHST.2.6:</u>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<u>LAFS.7.SL.1.2:</u>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
<u>LAFS.7.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<u>LAFS.7.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>VA.68.C.1.2:</u>	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
<u>VA.68.C.2.1:</u>	Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.
<u>VA.68.C.3.1:</u>	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
<u>VA.68.F.1.3:</u>	Investigate and describe how technology inspires and affects new applications and adaptations in art.
<u>VA.68.F.2.1:</u>	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
<u>VA.68.F.3.3:</u>	Collaborate with peers to complete an art task and develop leadership skills. Remarks/Examples e.g., task: voluntary, assigned; time: long-term group project
<u>VA.68.H.1.2:</u>	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.

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><u>VA.68.H.3.3:</u></p>	<p>Create imaginative works to include background knowledge or information from other subjects. Remarks/Examples e.g., from history, environment, literary works</p>
<p><u>VA.68.S.2.1:</u></p>	<p>Organize the structural elements of art to achieve artistic goals when producing personal works of art.</p>
<p><u>VA.68.S.3.3:</u></p>	<p>Demonstrate understanding of safety protocols for media, tools, processes, and techniques.</p>
<p><u>VA.68.S.3.4:</u></p>	<p>Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. Remarks/Examples e.g., ethics, plagiarism, appropriation from the Internet and other sources</p>



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

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)

	e.g., exhibition, sale of art products, technology, entertainment
<u>VA.68.F.3.3:</u>	Collaborate with peers to complete an art task and develop leadership skills. Remarks/Examples e.g., task: voluntary, assigned; time: long-term group project
<u>VA.68.H.1.2:</u>	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
<u>VA.68.H.1.4:</u>	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
<u>VA.68.H.2.3:</u>	Describe the rationale for creating, collecting, exhibiting, and owning works of art. Remarks/Examples e.g., private, public, and personal art collections
<u>VA.68.H.3.2:</u>	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. Remarks/Examples e.g., identify facts, ideas, problem-solving skills
<u>VA.68.O.1.2:</u>	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
<u>VA.68.O.2.2:</u>	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.
<u>VA.68.O.3.1:</u>	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences. Remarks/Examples e.g., digital, presentation, artworks, video/motion

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)

<u>VA.68.S.1.2:</u>	Use media, technology, and other resources to derive ideas for personal art-making.
<u>VA.68.S.2.2:</u>	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
<u>VA.68.S.3.1:</u>	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
<u>VA.68.S.3.3:</u>	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
<u>VA.68.S.3.4:</u>	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. Remarks/Examples e.g., ethics, plagiarism, appropriation from the Internet and other sources
<u>VA.68.S.3.5:</u>	Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.



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

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)

Course: M/J Three-Dimensional Studio Art 1- 0101040

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4670>

BASIC INFORMATION

Course Number:	0101040
Grade Levels:	6,7,8
Keyword:	Grades PreK To 12, Grades 6 To 8, courses, Education Courses, grades 6-8, Art Comprehensive, Art, Visual, M/J Three-Dimensional Studio Art 1, M/J 3D STUDIO ART 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Art - Visual Arts SubSubject: Art Comprehensive
Course Title:	M/J Three-Dimensional Studio Art 1
Course Abbreviated Title:	M/J 3D STUDIO ART 1
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students begin an exploration of the structural elements of art used when creating 3-D forms. Additive and subtractive processes are used to manipulate and construct sculptural or ceramic forms

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)

Course Number: 0102040	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Art/Visual Art » SubSubject: Technology-based Art »	
Course Title: M/J Creative Photography 1	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J CREATIVE PHOTO 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students explore the aesthetic foundations of art using beginning photography techniques. This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. Processes and techniques for image capture and printing may include, but are not limited to, handcrafted pinhole cameras, hand tinting photographs, mixed media, photo collage, cross-processing, emerging technologies and new media. Content covers the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print. Craftsmanship and quality are reflected in the surface of the print, care of the materials, attention to compositional conventions, and expression of personal ideas and feelings. Student photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
VA.68.C.1.1	Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
VA.68.C.2.4	Use constructive criticism as a purposeful tool for artistic growth.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
VA.68.C.3.1	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
VA.68.S.1.1	Manipulate content, media, techniques, and processes to achieve communication with artistic intent.
VA.68.S.1.4	Use accurate art vocabulary to explain the creative and art-making processes.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
VA.68.S.2.1	Organize the structural elements of art to achieve artistic goals when producing personal works of art.

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)

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
VA.68.S.3.1	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
VA.68.S.3.3	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
VA.68.S.3.4	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
VA.68.O.1.2	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
VA.68.O.2.4	Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
VA.68.H.1.2	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
VA.68.H.2.3	Describe the rationale for creating, collecting, exhibiting, and owning works of art.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
VA.68.H.3.1	Discuss how knowledge and skills learned through the art-making and analysis processes are used to solve problems in non-art contexts.
VA.68.H.3.3	Create imaginative works to include background knowledge or information from other subjects.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
VA.68.F.1.1	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.
VA.68.F.1.3	Investigate and describe how technology inspires and affects new applications and adaptations in art.
Careers in and related to the arts significantly and positively impact local and global economies.	
VA.68.F.2.1	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.

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)

The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
VA.68.F.3.2	Analyze the procedural and divergent thinking skills developed in visual art to identify a purpose for the communication of art ideas.
VA.68.F.3.4	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
Additional Required Benchmarks:	
LAFS.6.SL.1	Comprehension and Collaboration
LAFS.6.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LAFS.6.SL.1.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2	Presentation of Knowledge and Ideas
LAFS.6.SL.2.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2	Craft and Structure
LAFS.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.2	Production and Distribution of Writing
LAFS.68.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.K12.MP.7	Look for and make use of structure.

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)

Course: M/J Three-Dimensional Studio Art 3- 0101060

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4690>

BASIC INFORMATION

Course Number:	0101060
Grade Levels:	6,7,8
Keyword:	Grades PreK To 12, Grades 6 To 8, courses, Education Courses, grades 6-8, Art Comprehensive, Art, Visual, M/J Three-Dimensional Studio Art 3, M/J 3D STUDIO ART 3
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Art - Visual Arts SubSubject: Art Comprehensive
Course Title:	M/J Three-Dimensional Studio Art 3
Course Abbreviated Title:	M/J 3D STUDIO ART 3
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students make creative use of a set of combined relationships with innovative treatment of space to produce utilitarian forms or aesthetic structures. Student artists may work in, but are not

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)

	confined to, content in green or environmental design, sculpture, ceramics, or installation art, creating maquettes, casting, and carving. Students explore abstraction and the relationship of scale (i.e., hand-held, human, or monumental) and disproportionate or exaggerated scale, as well as tension, grouping, proximity, and containment. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.
--	---

STANDARDS (30)

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

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

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

- MAFS.6.G.1: Solve real-world and mathematical problems involving area, surface area, and volume.
- MAFS.7.G.1: Draw, construct and describe geometrical figures and describe the relationships between them.
- LAFS.8.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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)

<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.68.WHST.2.6:</u>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<u>LAFS.8.SL.1.2:</u>	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
<u>LAFS.8.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
<u>LAFS.8.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>VA.68.C.1.1:</u>	Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.
<u>VA.68.C.2.2:</u>	Evaluate artwork objectively during group assessment to determine areas for refinement.
<u>VA.68.C.2.4:</u>	Use constructive criticism as a purposeful tool for artistic growth.
<u>VA.68.C.3.2:</u>	Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance. Remarks/Examples e.g., comparison, classification, cause and effect, reasoning, hypothesizing, critiquing

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)

<u>VA.68.C.3.4:</u>	Compare the uses for artwork and utilitarian objects to determine their significance in society.
<u>VA.68.F.1.2:</u>	Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks.
<u>VA.68.F.2.4:</u>	Present research on the works of local artists and designers to understand the significance of art in the community.
<u>VA.68.F.2.5:</u>	Create an artist statement to reflect on personal artwork for a portfolio or exhibition.
<u>VA.68.F.3.2:</u>	Analyze the procedural and divergent thinking skills developed in visual art to identify a purpose for the communication of art ideas.
<u>VA.68.H.1.4:</u>	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
<u>VA.68.H.2.1:</u>	Describe how previous cultural trends have led to the development of new art styles.
<u>VA.68.H.2.2:</u>	Explain the impact artwork and utilitarian objects have on the human experience.
<u>VA.68.H.3.1:</u>	Discuss how knowledge and skills learned through the art-making and analysis processes are used to solve problems in non-art contexts.
<u>VA.68.O.1.3:</u>	Combine creative and technical knowledge to produce visually strong works of art.
<u>VA.68.O.1.4:</u>	Create artworks that demonstrate skilled use of media to convey personal vision.
<u>VA.68.O.2.1:</u>	Create new meaning in artworks through shared language, expressive content, and ideation.
<u>VA.68.O.2.3:</u>	Create a work of personal art using various media to solve an open-ended artistic problem.
<u>VA.68.O.3.2:</u>	Discuss the communicative differences between specific two- and three-dimensional works of art.
<u>VA.68.S.1.1:</u>	Manipulate content, media, techniques, and processes to achieve

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)

	communication with artistic intent.
<u>VA.68.S.1.3:</u>	Use ideas from cultural, historical, and artistic references to create personal responses in personal artwork. Remarks/Examples e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history
<u>VA.68.S.3.2:</u>	Develop spontaneity and visual unity in artwork through repeated practice and refined craftsmanship.
<u>VA.68.S.3.3:</u>	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
<u>VA.68.S.3.4:</u>	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. Remarks/Examples e.g., ethics, plagiarism, appropriation from the Internet and other sources
<u>VA.68.S.3.5:</u>	Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.



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

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)

Course: M/J Three-Dimensional Studio Art 2 and Career Planning- 0101055

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4685>

BASIC INFORMATION

Course Number:	0101055
Grade Levels:	6,7,8
Keyword:	Grades PreK To 12, Grades 6 To 8, courses, Education Courses, grades 6-8, Art Comprehensive, Art, Visual, M/J Three-Dimensional Studio Art 2 and Career Planning, M/J 3D STU ART 2 CP
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: Art - Visual Arts</p> <p>SubSubject: Art Comprehensive</p>
Course Title:	M/J Three-Dimensional Studio Art 2 and Career Planning
Course Abbreviated Title:	M/J 3D STU ART 2 CP
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students develop spatial relationships to create utilitarian forms or aesthetic structures. This course may include, but is not limited to,

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>content in green or environmental design, sculpture, or ceramics. Students will examine subordinate and dominant components and implied line, and the processes and techniques for substitution may include draped, molded, or soft forms. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art form. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Students use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials. In tandem with their learning opportunities in 3-D Studio Art, students investigate careers in a wide variety of fields guided by the competencies required by Florida Statute.</p>
<p>General Notes:</p>	<p>Career and Education Planning - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes. For additional information on the Middle School Career and Education Planning course, go to http://www.fldoe.org/workforce/ced/.</p> <p>1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.</p> <p>2.0 Develop skills to locate, evaluate, and interpret career information.</p> <p>3.0 Identify and demonstrate processes for making short and long term goals.</p> <p>4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.</p> <p>5.0 Understand the relationship between educational achievement and career choices/postsecondary options.</p> <p>6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.</p> <p>7.0 Develop a career and education plan that includes short and</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>long-term goals, high school program of study, and postsecondary/career goals.</p> <p>8.0 Demonstrate knowledge of technology and its application in career fields/clusters.</p>
--	---

STANDARDS (19)

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:

- MAFS.6.G.1: Solve real-world and mathematical problems involving area, surface area, and volume.
- MAFS.7.G.1: Draw, construct and describe geometrical figures and describe the relationships between them.

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

LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and

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)

	ideas clearly and efficiently.
<u>LAFS.7.SL.1.2:</u>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
<u>LAFS.7.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<u>LAFS.7.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>VA.68.C.1.2:</u>	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
<u>VA.68.C.2.1:</u>	Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.
<u>VA.68.C.3.3:</u>	Use analytical skills to understand meaning and explain connections with other contexts.
<u>VA.68.F.2.2:</u>	Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design. Remarks/Examples e.g., exhibition, sale of art products, technology, entertainment
<u>VA.68.F.3.3:</u>	Collaborate with peers to complete an art task and develop leadership skills. Remarks/Examples e.g., task: voluntary, assigned; time: long-term group project
<u>VA.68.H.1.2:</u>	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
<u>VA.68.H.2.3:</u>	Describe the rationale for creating, collecting, exhibiting, and owning works of art.

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)

	Remarks/Examples e.g., private, public, and personal art collections
<u>VA.68.O.1.2:</u>	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
<u>VA.68.O.3.1:</u>	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences. Remarks/Examples e.g., digital, presentation, artworks, video/motion
<u>VA.68.S.1.2:</u>	Use media, technology, and other resources to derive ideas for personal art-making.
<u>VA.68.S.3.3:</u>	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
<u>VA.68.S.3.4:</u>	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. Remarks/Examples e.g., ethics, plagiarism, appropriation from the Internet and other sources
<u>VA.68.S.3.5:</u>	Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.

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)



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

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)

in media that may include, but are not limited to clay, wood, plaster, found objects, and paper maché, with consideration of the workability, durability, cost, and toxicity of the media used. Student artists examine the effects of attention to detail, size, position, overlapping, visual pattern, and texture, and these considerations will be reflected in the surface and structural qualities of completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

STANDARDS (24)

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:

- MAFS.6.G.1: Solve real-world and mathematical problems involving area, surface area, and volume.
- MAFS.7.G.1: Draw, construct and describe geometrical figures and describe the relationships between them.

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

LAFS.6.SL.1.2:

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it

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)

	contributes to a topic, text, or issue under study.
<u>LAFS.6.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<u>LAFS.6.SL.2.4:</u>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.68.WHST.2.6:</u>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<u>VA.68.C.1.3:</u>	Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work. Remarks/Examples e.g., personal, cultural, historical
<u>VA.68.C.2.3:</u>	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
<u>VA.68.C.3.1:</u>	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
<u>VA.68.F.1.1:</u>	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. Remarks/Examples e.g., potential to transfer and incorporate technological applications

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)

<u>VA.68.F.2.1:</u>	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
<u>VA.68.F.3.4:</u>	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
<u>VA.68.H.1.2:</u>	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
<u>VA.68.H.2.4:</u>	Explain the purpose of public art in the community.
<u>VA.68.H.3.3:</u>	Create imaginative works to include background knowledge or information from other subjects. Remarks/Examples e.g., from history, environment, literary works
<u>VA.68.O.1.2:</u>	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
<u>VA.68.O.2.4:</u>	Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
<u>VA.68.O.3.1:</u>	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences. Remarks/Examples e.g., digital, presentation, artworks, video/motion
<u>VA.68.S.1.4:</u>	Use accurate art vocabulary to explain the creative and art-making processes.
<u>VA.68.S.2.1:</u>	Organize the structural elements of art to achieve artistic goals when producing personal works of art.
<u>VA.68.S.3.1:</u>	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
<u>VA.68.S.3.3:</u>	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.

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>VA.68.S.3.4:</p>	<p>Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.</p> <p>Remarks/Examples</p> <p>e.g., ethics, plagiarism, appropriation from the Internet and other sources</p>
<p>VA.68.S.3.5:</p>	<p>Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.</p>



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

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)

Course: M/J Two-Dimensional Studio Art 3-0101026

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4667>

BASIC INFORMATION

Course Number:	0101026
Grade Levels:	6,7,8
Keyword:	Grades PreK To 12, Grades 6 To 8, courses, Education Courses, grades 6-8, Art Comprehensive, Art, Visual, M/J Two-Dimensional Studio Art 3, M/J 2D STUDIO ART 3
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Art - Visual Arts SubSubject: Art Comprehensive
Course Title:	M/J Two-Dimensional Studio Art 3
Course Abbreviated Title:	M/J 2D STUDIO ART 3
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	Students extend to an advanced level techniques used to create a variety of 2-D artworks through developing skills in drawing, painting, printmaking, and collage. Students proficiently

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)

manipulate the structural elements of art with increasing independence to promote creative risk-taking in 2-D artwork. Investigation of artworks from Western and non-Western cultures provide a means for students to expand their understanding and appreciation of the role of art in global culture. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

STANDARDS (29)

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

- 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:

- MAFS.6.G.1: Solve real-world and mathematical problems involving area, surface area, and volume.
- MAFS.7.G.1: Draw, construct and describe geometrical figures and describe the relationships between them.
- LAFS.8.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LAFS.68.RST.2.4:

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

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)

<u>LAFS.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.68.WHST.2.6:</u>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<u>LAFS.8.SL.1.2:</u>	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
<u>LAFS.8.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
<u>LAFS.8.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>VA.68.C.1.2:</u>	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
<u>VA.68.C.2.4:</u>	Use constructive criticism as a purposeful tool for artistic growth.
<u>VA.68.C.3.2:</u>	Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance. Remarks/Examples e.g., comparison, classification, cause and effect, reasoning, hypothesizing, critiquing
<u>VA.68.C.3.4:</u>	Compare the uses for artwork and utilitarian objects to determine their significance in society.
<u>VA.68.F.1.2:</u>	Use creative risk-taking strategies learned from artists’ works to incorporate artistic solutions in the creation of new personal artworks.
<u>VA.68.F.2.3:</u>	Identify art careers that have a financial impact on local communities.

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)

<u>VA.68.F.2.4:</u>	Present research on the works of local artists and designers to understand the significance of art in the community.
<u>VA.68.F.2.5:</u>	Create an artist statement to reflect on personal artwork for a portfolio or exhibition.
<u>VA.68.F.3.2:</u>	Analyze the procedural and divergent thinking skills developed in visual art to identify a purpose for the communication of art ideas.
<u>VA.68.H.1.4:</u>	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
<u>VA.68.H.2.2:</u>	Explain the impact artwork and utilitarian objects have on the human experience.
<u>VA.68.H.3.2:</u>	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. Remarks/Examples e.g., identify facts, ideas, problem-solving skills
<u>VA.68.O.1.3:</u>	Combine creative and technical knowledge to produce visually strong works of art.
<u>VA.68.O.1.4:</u>	Create artworks that demonstrate skilled use of media to convey personal vision.
<u>VA.68.O.2.1:</u>	Create new meaning in artworks through shared language, expressive content, and ideation.
<u>VA.68.O.2.4:</u>	Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
<u>VA.68.O.3.2:</u>	Discuss the communicative differences between specific two- and three-dimensional works of art.
<u>VA.68.S.1.1:</u>	Manipulate content, media, techniques, and processes to achieve communication with artistic intent.
<u>VA.68.S.1.3:</u>	Use ideas from cultural, historical, and artistic references to create personal responses in personal artwork.

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>Remarks/Examples</p> <p>e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history</p>
<u>VA.68.S.2.3:</u>	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.
<u>VA.68.S.3.2:</u>	Develop spontaneity and visual unity in artwork through repeated practice and refined craftsmanship.
<u>VA.68.S.3.3:</u>	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
<u>VA.68.S.3.4:</u>	<p>Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.</p> <p>Remarks/Examples</p> <p>e.g., ethics, plagiarism, appropriation from the Internet and other sources</p>



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

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)

Course: M/J Two-Dimensional Studio Art 2 and Career Planning- 0101025

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4665>

BASIC INFORMATION

Course Number:	0101025
Grade Levels:	6,7,8
Keyword:	Grades PreK To 12, Grades 6 To 8, courses, Education Courses, grades 6-8, Art Comprehensive, Art, Visual, M/J Two-Dimensional Studio Art 2 and Career Planning, M/J 2D STUD ART 2 CP
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: Art - Visual Arts</p> <p>SubSubject: Art Comprehensive</p>
Course Title:	M/J Two-Dimensional Studio Art 2 and Career Planning
Course Abbreviated Title:	M/J 2D STUD ART 2 CP
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students refine techniques used to create a variety of two-dimensional (2-D) artworks through developing skills in drawing, painting, printmaking, and collage. Students manipulate the

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)

Course: M/J Exploring Three-Dimensional Art- 0101035

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4669>

BASIC INFORMATION

Course Number:	0101035
Grade Levels:	6,7,8
Keyword:	Grades PreK To 12, Grades 6 To 8, courses, Education Courses, grades 6-8, Art Comprehensive, Art, Visual, M/J Exploring Three-Dimensional Art, M/J EXPLORING 3D ART
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: Art - Visual Arts</p> <p>SubSubject: Art Comprehensive</p>
Course Title:	M/J Exploring Three-Dimensional Art
Course Abbreviated Title:	M/J EXPLORING 3D ART
Course length:	Semester (S)
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	Students learn to translate their two-dimensional skills into three-dimensional forms through the exploration of natural, abstract, and synthetic sculptural forms using materials that may include,

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)

but are not limited to, clay, plaster, and mixed media for creative expression. These student artists develop perceptual, creative, technical, and problem-solving skills in a sculptural context as they design and produce works of art with personal expression. Students in M/J Exploring Three-Dimensional Art focus on use of safety procedures for process, media, and techniques. This course incorporates hands-on activities and consumption of art materials.

STANDARDS (22)

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

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:

MAFS.6.G.1: Solve real-world and mathematical problems involving area, surface area, and volume.
MAFS.7.G.1: Draw, construct and describe geometrical figures and describe the relationships between them.

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

LAFS.6.SL.1.2:

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

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)

<u>LAFS.6.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<u>LAFS.6.SL.2.4:</u>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.68.WHST.2.6:</u>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<u>VA.68.C.1.1:</u>	Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.
<u>VA.68.C.2.3:</u>	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
<u>VA.68.C.3.1:</u>	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
<u>VA.68.F.1.1:</u>	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. Remarks/Examples e.g., potential to transfer and incorporate technological applications
<u>VA.68.F.2.1:</u>	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.
<u>VA.68.F.3.4:</u>	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.

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)

<u>VA.68.H.1.2:</u>	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
<u>VA.68.H.2.4:</u>	Explain the purpose of public art in the community.
<u>VA.68.H.3.3:</u>	Create imaginative works to include background knowledge or information from other subjects. Remarks/Examples e.g., from history, environment, literary works
<u>VA.68.O.1.2:</u>	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
<u>VA.68.S.1.2:</u>	Use media, technology, and other resources to derive ideas for personal art-making.
<u>VA.68.S.2.2:</u>	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
<u>VA.68.S.3.1:</u>	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
<u>VA.68.S.3.3:</u>	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
<u>VA.68.S.3.4:</u>	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. Remarks/Examples e.g., ethics, plagiarism, appropriation from the Internet and other sources
<u>VA.68.S.3.5:</u>	Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.

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)



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

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>structural elements of art with increasing independence to promote creative risk-taking in 2-D artwork. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. In tandem with their learning opportunities in 3-D Studio Art, they investigate careers in a wide variety of fields, including the visual and performing arts, guided by the competencies required by Florida Statute. This course incorporates hands-on activities and consumption of art materials.</p>
<p>General Notes:</p>	<p>Career and Education Planning - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes. For additional information on the Middle School Career and Education Planning course, go to http://www.fl DOE.org/workforce/ced/.</p> <p>1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.</p> <p>2.0 Develop skills to locate, evaluate, and interpret career information.</p> <p>3.0 Identify and demonstrate processes for making short and long term goals.</p> <p>4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.</p> <p>5.0 Understand the relationship between educational achievement and career choices/postsecondary options.</p> <p>6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.</p> <p>7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.</p> <p>8.0 Demonstrate knowledge of technology and its application in career fields/clusters.</p>

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)

STANDARDS (18)

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:

- MAFS.6.G.1: Solve real-world and mathematical problems involving area, surface area, and volume.
- MAFS.7.G.1: Draw, construct and describe geometrical figures and describe the relationships between them.

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

<u>LAFS.68.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<u>LAFS.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.68.WHST.2.6:</u>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<u>LAFS.7.SL.1.2:</u>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under

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)

	study.
<u>LAFS.7.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<u>LAFS.7.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>VA.68.C.1.2:</u>	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
<u>VA.68.C.3.3:</u>	Use analytical skills to understand meaning and explain connections with other contexts.
<u>VA.68.F.2.2:</u>	Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design. Remarks/Examples e.g., exhibition, sale of art products, technology, entertainment
<u>VA.68.F.3.3:</u>	Collaborate with peers to complete an art task and develop leadership skills. Remarks/Examples e.g., task: voluntary, assigned; time: long-term group project
<u>VA.68.H.1.4:</u>	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist’s own history.
<u>VA.68.H.3.2:</u>	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. Remarks/Examples e.g., identify facts, ideas, problem-solving skills
<u>VA.68.O.1.2:</u>	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.

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)

<u>VA.68.S.1.5:</u>	Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.
<u>VA.68.S.2.3:</u>	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.
<u>VA.68.S.3.1:</u>	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
<u>VA.68.S.3.3:</u>	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
<u>VA.68.S.3.4:</u>	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. Remarks/Examples e.g., ethics, plagiarism, appropriation from the Internet and other sources



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

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)

	processes, and techniques.
<u>VA.68.S.3.4:</u>	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. Remarks/Examples e.g., ethics, plagiarism, appropriation from the Internet and other sources



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

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)