

# Course: Theatre 2- 0400320

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3983.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Theatre 2
<b>Course Number:</b>	0400320
<b>Course Abbreviated Title:</b>	THEATRE 2
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Drama - Theatre Arts</a> <b>SubSubject:</b> <a href="#">General</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	This course is designed for students with a year of experience or more, and promotes enjoyment and appreciation for all aspects of theatre through opportunities to build significantly on existing skills. Classwork focuses on characterization, playwriting, and playwrights' contributions to theatre; while improvisation, creative dramatics, and scene work are used to help students challenge and strengthen their acting skills and explore the technical aspect of scene work.
<b>General Notes:</b>	All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.  <b>Special Note:</b> This course may require students to participate in extra rehearsals and performances beyond the school day.

## STANDARDS (63)

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

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

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

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

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

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

### [LACC.910.RI.1 Key Ideas and Details](#)

#### [LACC.910.RI.1.2](#) :

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

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

Belongs to: [Key Ideas and Details](#)

#### [LACC.910.RI.1.3](#) :

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

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

Belongs to: [Key Ideas and Details](#)

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

#### [LACC.910.RI.2.6](#) :

Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

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

Belongs to: [Craft and Structure](#)

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

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

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.  
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10  
Belongs to: [Craft and Structure](#)

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

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

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

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

Belongs to: [Comprehension and Collaboration](#)

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

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

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

Belongs to: [Comprehension and Collaboration](#)

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

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

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

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

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

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

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

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

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

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

### [LACC.910.WHST.2.5 :](#)

Develop and strengthen writing as needed by planning, revising,

editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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

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

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

**[MU.912.S.3.4 :](#)**

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

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

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

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

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

Analyze the movement performance of self and others.

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

Belongs to: [Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.](#)

Remarks/Examples

Some examples are video analysis and checklist.

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

**[PE.912.M.1.5 :](#)**

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

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

Belongs to: [Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)

**[PE.912.M.1.8 :](#)**

Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.

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

Belongs to: [Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)

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



**artistic intent.**

**TH.912.C.1.2 :**

Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., physical, vocal, emotional

**TH.912.C.1.3 :**

Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

**TH.912.C.1.5 :**

Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

**TH.912.C.1.6 :**

Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

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

**TH.912.C.2.4 :**

Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

**TH.912.C.2.5 :**

Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

**TH.912.C.2.6 :**

Assess a peer's artistic choices in a production as a foundation for

	<p>one's own artistic growth.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</a></p>
<p><b><u>TH.912.C.2.7 :</u></b></p>	<p>Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</a></p>
<p><b><u>TH.912.C.2.8 :</u></b></p>	<p>Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</a>  Remarks/Examples  e.g., peer assessment, rubric, criteria, coaching, feedback, criticism</p>
<p><b><u>TH.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</u></b></p>	
<p><b><u>TH.912.C.3.1 :</u></b></p>	<p>Explore commonalities between works of theatre and other performance media.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</a>  Remarks/Examples  e.g., dance, mime, movies, street theatre, poetry reading</p>
<p><b><u>TH.912.C.3.3 :</u></b></p>	<p>Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</a></p>
<p><b><u>TH.912.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</u></b></p>	
<p><b><u>TH.912.F.1.1 :</u></b></p>	<p>Synthesize research, analysis, and imagination to create believable characters and settings.</p>

	<p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</a>          Remarks/Examples          e.g., scenery, costumes, props</p>
<p><b><u>TH.912.F.1.2 :</u></b></p>	<p>Solve short conflict-driven scenarios through improvisation.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</a></p>
<p><b><u>TH.912.F.2 Careers in and related to the arts significantly and positively impact local and global economies.</u></b></p>	
<p><b><u>TH.912.F.2.2 :</u></b></p>	<p>Assess the skills needed for theatre-related jobs in the community to support career selection.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Careers in and related to the arts significantly and positively impact local and global economies.</a></p>
<p><b><u>TH.912.F.2.3 :</u></b></p>	<p>Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Careers in and related to the arts significantly and positively impact local and global economies.</a></p>
<p><b><u>TH.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</u></b></p>	
<p><b><u>TH.912.F.3.3 :</u></b></p>	<p>Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</a></p>

<p><b><u><a href="#">TH.912.F.3.4 :</a></u></b></p>	<p>Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</a>  Remarks/Examples  e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity</p>
<p><b><u><a href="#">TH.912.F.3.5 :</a></u></b></p>	<p>Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</a>  Remarks/Examples  e.g., script-writing, set design, costume design</p>
<p><b><u><a href="#">TH.912.F.3.7 :</a></u></b></p>	<p>Use social networking or other communication technology appropriately to advertise for a production or school event.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</a></p>
<p><b><u><a href="#">TH.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a></u></b></p>	
<p><b><u><a href="#">TH.912.H.1.2 :</a></u></b></p>	<p>Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one’s perspective of the world.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a></p>
<p><b><u><a href="#">TH.912.H.1.4 :</a></u></b></p>	<p>Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a></p>
<p><b><u><a href="#">TH.912.H.1.5 :</a></u></b></p>	<p>Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.</p>

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

**TH.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.**

**TH.912.H.2.1 :**

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

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

**TH.912.H.2.11 :**

Describe the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American musical theatre.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

**TH.912.H.2.2 :**

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

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

**TH.912.H.2.3 :**

Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

**TH.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.**

**TH.912.H.3.1 :**

Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

Remarks/Examples

e.g., time management, interpersonal skills, making priorities

**TH.912.H.3.3 :**

Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.

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

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

Remarks/Examples

e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages

**TH.912.H.3.4 :**

Create a routine of wellness and care for the actor's physical being as a performance instrument.

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

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

**TH.912.H.3.5 :**

Explain how the social interactions of daily life are manifested in theatre.

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

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

Remarks/Examples

e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy

**TH.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.**

**TH.912.O.1.1 :**

Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.

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

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

Remarks/Examples

e.g., beats, actions, subtext

**TH.912.O.2 The structural rules and conventions of an art form serve as both a foundation**

# Course: Theatre 4 Honors- 0400340

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4048.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Theatre 4 Honors
<b>Course Number:</b>	0400340
<b>Course Abbreviated Title:</b>	THEATRE 4 HON
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Drama - Theatre Arts</a> <b>SubSubject:</b> <a href="#">General</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Honors?</b>	Yes
<b>Version Description:</b>	This course is designed for students with extensive experience in theatre, and promotes significant depth of engagement and lifelong appreciation for theatre through a broad spectrum of primarily self-directed study and performance. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of sophisticated oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.
<b>General Notes:</b>	All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

	<p><b>Special Note:</b> This course requires students to participate in extra rehearsals and performances beyond the school day.</p> <p><b>Honors and Advanced Level Course Note:</b> Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.</p>
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**STANDARDS (91)**

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

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

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

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

<b><u><a href="#">LACC.1112.RL.1 Key Ideas and Details</a></u></b>	
<b><u><a href="#">LACC.1112.RL.1.2 :</a></u></b>	<p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Key Ideas and Details</a></p>
<b><u><a href="#">LACC.1112.RL.1.3 :</a></u></b>	<p>Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are</p>



introduced and developed).

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

Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

### **LACC.1112.RST.2 Craft and Structure**

#### **LACC.1112.RST.2.4 :**

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

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

Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

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

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

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

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

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

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

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

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

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

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

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

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

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

Adopted or Revised: 12/10

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

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

**LACC.1112.WHST.2.4**

:

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

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

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

**LACC.1112.WHST.2.5**

:

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

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

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

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

**LACC.1112.WHST.3.7**

:

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

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

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

**LACC.1112.WHST.3.9**

:

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

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

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

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

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

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

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

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

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

**PE.912.C.2.3 :**

Analyze the movement performance of self and others.

# Course: Community and Environmental Health- 0800340

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4681.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Community and Environmental Health
<b>Course Number:</b>	0800340
<b>Course Abbreviated Title:</b>	COMMU ENV HEALTH
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Health Education</a> <b>SubSubject:</b> <a href="#">General</a>
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	This course provides an in-depth study of individual and societal interactions with the environment. The course emphasizes cause and effect relationships and problem-solving strategies to promote healthy communities.
<b>General Notes:</b>	<b>Special Notes:</b> The content should include, but is not limited to, the following: <ul style="list-style-type: none"><li>• <b>Community health</b> (community planning, societal for the protection of health, agencies, government regulations careers and services)</li><li>• <b>Environmental health</b> (infectious agents such as foods, water, vectors, air quality, solid waste, radiation, noise and population impact)</li></ul>

- **Personal health** (individual responsibilities)
- **Consumer health** (health care systems, natural and man-made conditions that affect human health)

### **Instructional Practices**

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

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

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

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

**HE.912.B.3 Accessing Information - Demonstrate the ability to access valid health information, products, and services to enhance health.**

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

	Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.
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**[HE.912.B.5 Decision Making - Demonstrate the ability to use decision-making skills to enhance health.](#)**

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

**[HE.912.B.6 Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.](#)**

<p><a href="#">HE.912.B.6.1 :</a></p>	<p>Evaluate personal health practices and overall health status to include all dimensions of health. Cognitive Complexity: N/A   Date Adopted or Revised: N/A Belongs to: <a href="#">Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</a></p> <p>Remarks/Examples</p> <p>Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.</p>
<p><a href="#">HE.912.B.6.4 :</a></p>	<p>Formulate an effective long-term personal health plan. Cognitive Complexity: N/A   Date Adopted or Revised: N/A Belongs to: <a href="#">Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</a></p> <p>Remarks/Examples</p> <p>Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p>

**[HE.912.C.1 Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.](#)**

<p><b><u><a href="#">HE.912.C.1.1 :</a></u></b></p>	<p>Predict how healthy behaviors can affect health status.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</a>  Remarks/Examples</p> <hr/> <p>Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
<p><b><u><a href="#">HE.912.C.1.3 :</a></u></b></p>	<p>Evaluate how environment and personal health are interrelated.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</a>  Remarks/Examples</p> <hr/> <p>Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p>
<p><b><u><a href="#">HE.912.C.1.4 :</a></u></b></p>	<p>Propose strategies to reduce or prevent injuries and health problems.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</a>  Remarks/Examples</p> <hr/> <p>Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
<p><b><u><a href="#">HE.912.C.1.5 :</a></u></b></p>	<p>Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</a>  Remarks/Examples</p> <hr/> <p>Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.</p>
<p><b><u><a href="#">HE.912.C.1.6 :</a></u></b></p>	<p>Evaluate the relationship between access to health care and health status.</p>



	<p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A          Belongs to: <a href="#">Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</a>          Remarks/Examples</p> <p>Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.</p>
<p><a href="#">HE.912.C.1.7 :</a></p>	<p>Analyze how heredity and family history can impact personal health.          Cognitive Complexity: N/A   Date Adopted or Revised: N/A          Belongs to: <a href="#">Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</a>          Remarks/Examples</p> <p>Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.</p>
<p><a href="#">HE.912.C.1.8 :</a></p>	<p>Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.          Cognitive Complexity: N/A   Date Adopted or Revised: N/A          Belongs to: <a href="#">Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</a>          Remarks/Examples</p> <p>Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.</p>
<p><b><a href="#">HE.912.C.2 Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a></b></p>	
<p><a href="#">HE.912.C.2.3 :</a></p>	<p>Assess how the school and community can affect personal health practice and behaviors.          Cognitive Complexity: N/A   Date Adopted or Revised: 04/13          Belongs to: <a href="#">Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a>          Remarks/Examples</p> <p>Healthier foods, required health education, health screenings, and enforcement of “no tolerance” policies related to all forms of violence, and AED availability and training.</p>

<p><b><u>HE.912.C.2.4 :</u></b></p>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a>  Remarks/Examples</p> <hr/> <p>Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
<p><b><u>HE.912.C.2.5 :</u></b></p>	<p>Evaluate the effect of media on personal and family health.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a>  Remarks/Examples</p> <hr/> <p>Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
<p><b><u>HE.912.C.2.6 :</u></b></p>	<p>Evaluate the impact of technology on personal, family, and community health.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a>  Remarks/Examples</p> <hr/> <p>Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.</p>
<p><b><u>HE.912.C.2.7 :</u></b></p>	<p>Analyze how culture supports and challenges health beliefs, practices, and behaviors.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a>  Remarks/Examples</p> <hr/> <p>Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</p>

<b><u>HE.912.C.2.8 :</u></b>	<p>Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#">Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a></p> <p>Remarks/Examples</p> <p>Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.</p>
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**HE.912.P.7 Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.**

<b><u>HE.912.P.7.1 :</u></b>	<p>Analyze the role of individual responsibility in enhancing health.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.</a></p> <p>Remarks/Examples</p> <p>Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.</p>
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<b><u>HE.912.P.7.2 :</u></b>	<p>Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.</a></p> <p>Remarks/Examples</p> <p>Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.</p>
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**HE.912.P.8 Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.**

<b><u>HE.912.P.8.1 :</u></b>	<p>Demonstrate how to influence and support others in making positive health choices.</p>
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	<p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A          Belongs to: <a href="#">Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.</a>          Remarks/Examples</p> <hr/> <p>Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.</p> <hr/>
<p><b><u>HE.912.P.8.2 :</u></b></p>	<p>Utilize current, accurate data/information to formulate a health-enhancing message.          Cognitive Complexity: N/A   Date Adopted or Revised: N/A          Belongs to: <a href="#">Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.</a>          Remarks/Examples</p> <hr/> <p>Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.</p> <hr/>
<p><b><u>HE.912.P.8.3 :</u></b></p>	<p>Work cooperatively as an advocate for improving personal, family, and community health.          Cognitive Complexity: N/A   Date Adopted or Revised: N/A          Belongs to: <a href="#">Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.</a>          Remarks/Examples</p> <hr/> <p>Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.</p> <hr/>
<p><b><u>HE.912.P.8.4 :</u></b></p>	<p>Adapt health messages and communication techniques to a specific target audience.          Cognitive Complexity: N/A   Date Adopted or Revised: N/A          Belongs to: <a href="#">Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.</a>          Remarks/Examples</p> <hr/> <p>Internet safety, disease prevention, health disparities, disaster relief, and CPR/AED training.</p> <hr/>

### LACC.910.L.3 Vocabulary Acquisition and Use

#### LACC.910.L.3.6 :

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Belongs to: [Vocabulary Acquisition and Use](#)

### LACC.910.RL.2 Craft and Structure

#### LACC.910.RL.2.4 :

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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

Belongs to: [Craft and Structure](#)

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

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

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

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

warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

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

### **LACC.910.W.2 Production and Distribution of Writing**

#### **LACC.910.W.2.6 :**

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

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

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

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

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

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10  
Belongs to: [Use probability to evaluate outcomes of decisions](#)



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# Course: Advanced Health Explorations-0800360

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4631.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Advanced Health Explorations
<b>Course Number:</b>	0800360
<b>Course Abbreviated Title:</b>	ADV HEALTH EXPLOS
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Health Education</a> <b>SubSubject:</b> <a href="#">General</a>
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Type:</b>	Elective
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	The purpose of this course is for students to apply health-related research practices. Experiences include discourses in major health problems in society, modern health practices, current scientific findings related to human diseases and disorders, collection, analysis and evaluation of health information, health advocacy trends, and health career investigations.
<b>General Notes:</b>	The content should include, but is not limited to, the following: <ul style="list-style-type: none"><li>• <b>Family life</b> (family dynamics, parenting skills, prevention of child abuse and neglect)</li><li>• <b>Community and Consumer health</b> (health-related community resources, health careers and evaluate health information )</li><li>• <b>Prevention and control of disease</b> (communicable and non communicable diseases, HIV/AIDS and other STIs)</li></ul>

- **Personal health** (interrelationships of body systems, human growth and development through adulthood, abstinence from sexual activity, and teen pregnancy prevention, responsible decision-making, advocacy skills and goal-setting)

**Special Notes:**

**Instructional Practices**

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

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence). Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

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



**HE.912.B.3 Accessing Information - Demonstrate the ability to access valid health information, products, and services to enhance health.**

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

	<p>Remarks/Examples</p> <p>Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.</p>
<p><b><u><a href="#">HE.912.B.5 Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</a></u></b></p>	
<p><b><u>HE.912.B.5.1 :</u></b></p>	<p>Determine the value of applying a thoughtful decision-making process in health-related situations. Cognitive Complexity: N/A   Date Adopted or Revised: N/A Belongs to: <a href="#">Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</a></p> <p>Remarks/Examples</p> <p>Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
<p><b><u>HE.912.B.5.2 :</u></b></p>	<p>Generate alternatives to health-related issues or problems. Cognitive Complexity: N/A   Date Adopted or Revised: N/A Belongs to: <a href="#">Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</a></p> <p>Remarks/Examples</p> <p>Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.</p>
<p><b><u>HE.912.B.5.3 :</u></b></p>	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others. Cognitive Complexity: N/A   Date Adopted or Revised: N/A Belongs to: <a href="#">Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</a></p> <p>Remarks/Examples</p> <p>Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.</p>
<p><b><u>HE.912.B.5.4 :</u></b></p>	<p>Assess whether individual or collaborative decision making is needed to make a healthy decision.</p>

	<p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A          Belongs to: <a href="#">Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</a>          Remarks/Examples</p> <p>Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.</p>
<p><a href="#">HE.912.B.5.5 :</a></p>	<p>Examine barriers that can hinder healthy decision making.          Cognitive Complexity: N/A   Date Adopted or Revised: N/A          Belongs to: <a href="#">Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</a>          Remarks/Examples</p> <p>Interpersonal, financial, environmental factors, and accessibility of health information.</p>
<p><a href="#">HE.912.B.6 Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</a></p>	
<p><a href="#">HE.912.B.6.1 :</a></p>	<p>Evaluate personal health practices and overall health status to include all dimensions of health.          Cognitive Complexity: N/A   Date Adopted or Revised: N/A          Belongs to: <a href="#">Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</a>          Remarks/Examples</p> <p>Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.</p>
<p><a href="#">HE.912.B.6.2 :</a></p>	<p>Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.          Cognitive Complexity: N/A   Date Adopted or Revised: N/A          Belongs to: <a href="#">Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</a>          Remarks/Examples</p> <p>Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness-program plan.</p>

<p><b><u>HE.912.B.6.3 :</u></b></p>	<p>Implement strategies and monitor progress in achieving a personal health goal.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</a>  Remarks/Examples</p> <hr/> <p>Stress management, time out, using of a squeeze ball when frustrated, talking with a friend or professional, pacing yourself, setting realistic expectations, using rewards, getting support, and wellness promotion.</p> <hr/>
<p><b><u>HE.912.B.6.4 :</u></b></p>	<p>Formulate an effective long-term personal health plan.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</a>  Remarks/Examples</p> <hr/> <p>Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p> <hr/>
<p><b><u>HE.912.C.1 Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</u></b></p>	
<p><b><u>HE.912.C.1.1 :</u></b></p>	<p>Predict how healthy behaviors can affect health status.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</a>  Remarks/Examples</p> <hr/> <p>Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p> <hr/>
<p><b><u>HE.912.C.1.5 :</u></b></p>	<p>Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</a>  Remarks/Examples</p> <hr/> <p>Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic</p> <hr/>

	disease.
<a href="#"><u>HE.912.C.1.6 :</u></a>	<p>Evaluate the relationship between access to health care and health status.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#"><u>Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</u></a></p> <p>Remarks/Examples</p> <p>Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.</p>
<a href="#"><u>HE.912.C.1.7 :</u></a>	<p>Analyze how heredity and family history can impact personal health.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#"><u>Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</u></a></p> <p>Remarks/Examples</p> <p>Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.</p>
<a href="#"><u>HE.912.C.1.8 :</u></a>	<p>Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#"><u>Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</u></a></p> <p>Remarks/Examples</p> <p>Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.</p>
<b><a href="#"><u>HE.912.C.2 Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</u></a></b>	
<a href="#"><u>HE.912.C.2.1 :</u></a>	<p>Analyze how the family influences the health of individuals.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#"><u>Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</u></a></p> <p>Remarks/Examples</p> <p>Nutritional management of meals, composition of and</p>

	relationships within families, and health-insurance status.
<p><a href="#"><u>HE.912.C.2.2</u></a> :</p>	<p>Compare how peers influence healthy and unhealthy behaviors.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#"><u>Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</u></a>  Remarks/Examples</p> <p>Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
<p><a href="#"><u>HE.912.C.2.3</u></a> :</p>	<p>Assess how the school and community can affect personal health practice and behaviors.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#"><u>Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</u></a>  Remarks/Examples</p> <p>Healthier foods, required health education, health screenings, and enforcement of “no tolerance” policies related to all forms of violence, and AED availability and training.</p>
<p><a href="#"><u>HE.912.C.2.4</u></a> :</p>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#"><u>Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</u></a>  Remarks/Examples</p> <p>Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
<p><a href="#"><u>HE.912.C.2.5</u></a> :</p>	<p>Evaluate the effect of media on personal and family health.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#"><u>Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</u></a>  Remarks/Examples</p> <p>Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of</p>

	<p>violence.</p>
<p><b><u>HE.912.C.2.6 :</u></b></p>	<p>Evaluate the impact of technology on personal, family, and community health.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a>  Remarks/Examples</p> <p>Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.</p>
<p><b><u>HE.912.C.2.7 :</u></b></p>	<p>Analyze how culture supports and challenges health beliefs, practices, and behaviors.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a>  Remarks/Examples</p> <p>Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</p>
<p><b><u>HE.912.C.2.9 :</u></b></p>	<p>Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a>  Remarks/Examples</p> <p>Social conformity, self-discipline, and impulse vs. delayed gratification.</p>
<p><b><u>HE.912.P.8 Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.</u></b></p>	
<p><b><u>HE.912.P.8.1 :</u></b></p>	<p>Demonstrate how to influence and support others in making positive health choices.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.</a>  Remarks/Examples</p>

	<p>Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.</p>
<p><b><u>HE.912.P.8.2 :</u></b></p>	<p>Utilize current, accurate data/information to formulate a health-enhancing message.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.</a>  Remarks/Examples</p> <p>Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.</p>
<p><b><u>HE.912.P.8.3 :</u></b></p>	<p>Work cooperatively as an advocate for improving personal, family, and community health.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.</a>  Remarks/Examples</p> <p>Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.</p>

**LACC.910.L.3 Vocabulary Acquisition and Use**

<p><b><u>LACC.910.L.3.6 :</u></b></p>	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Vocabulary Acquisition and Use</a></p>
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**LACC.910.RL.2 Craft and Structure**

<p><b><u>LACC.910.RL.2.4 :</u></b></p>	<p>Determine the meaning of words and phrases as they are used in</p>
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	<p>the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Craft and Structure</a></p>
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**[LACC.910.W.2 Production and Distribution of Writing](#)**

<b><u>LACC.910.W.2.6 :</u></b>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Production and Distribution of Writing</a></p>
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**[LACC.910.WHST.3 Research to Build and Present Knowledge](#)**

<b><u>LACC.910.WHST.3.7 :</u></b>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>Cognitive Complexity: Level 4: Extended Thinking &amp; Complex Reasoning   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Research to Build and Present Knowledge</a></p>
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**[MACC.912.S-MD.2 Use probability to evaluate outcomes of decisions](#)**

<b><u>MACC.912.S-MD.2.7 :</u></b>	<p>Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).</p> <p>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Use probability to evaluate outcomes of decisions</a></p>
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# Course: Adolescent Health Problems- 0800350

Direct link to this

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## BASIC INFORMATION

<b>Course Title:</b>	Adolescent Health Problems
<b>Course Number:</b>	0800350
<b>Course Abbreviated Title:</b>	ADOL HEALTH PROBL
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Health Education</a> <b>SubSubject:</b> <a href="#">General</a>
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p>This course provides students with opportunities for investigation and self-assessment of selected adolescent health problems. This course should incorporate individual, small group, and large group study.</p> <p>The content should include, but is not limited to, the following:</p> <ul style="list-style-type: none"><li>• <b>Family life</b> (parenting skills and care-giving)</li><li>• <b>Personal health</b> (wellness planning, decision-making, hygiene, human growth and development, goal-setting, prevention of child abuse and neglect)</li><li>• <b>Internet safety</b></li><li>• <b>Mental and emotional health</b> (prevention of depression interpersonal, risk-taking and self-defeating, coping skills and suicide)</li><li>• <b>Nutrition</b> (physical activity and wellness)</li></ul>

- **Substance use and abuse** (tobacco, alcohol, and other drug use and abuse)
- **Injury prevention and safety** (cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED), first aid for obstructed airway violence, gangs, and bullying)
- **Prevention and control of disease** (including HIV/AIDS and other STIs)
- **Community and consumer health** (resources and advocacy)
- **Teen dating violence** (abuse prevention)

### **Instructional Practices**

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

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

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

## **STANDARDS (40)**

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

understandings mastered in preceding grades.

**[HE.912.B.3 Accessing Information - Demonstrate the ability to access valid health information, products, and services to enhance health.](#)**

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

**[HE.912.B.4 Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.](#)**

<p><b><u><a href="#">HE.912.B.4.1 :</a></u></b></p>	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.            Cognitive Complexity: N/A   Date Adopted or Revised: N/A            Belongs to: <a href="#">Interpersonal Communication - Demonstrate the ability to use</a></p>
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	<p><a href="#">interpersonal-communication skills to enhance health and avoid or reduce health risks.</a></p> <p>Remarks/Examples</p> <p>Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
<p><a href="#">HE.912.B.4.2 :</a></p>	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</a></p> <p>Remarks/Examples</p> <p>Validate other’s opinions, use direct statement, use active statement, and offer alternatives.</p>
<p><a href="#">HE.912.B.4.3 :</a></p>	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</a></p> <p>Remarks/Examples</p> <p>Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
<p><a href="#">HE.912.B.4.4 :</a></p>	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</a></p> <p>Remarks/Examples</p> <p>Verbal and written communication, active listening, and how to seek help for a friend.</p>
<p><a href="#">HE.912.B.5 Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</a></p>	
<p><a href="#">HE.912.B.5.1 :</a></p>	<p>Determine the value of applying a thoughtful decision-making</p>

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

	Cognitive Complexity: N/A   Date Adopted or Revised: N/A Belongs to: <a href="#">Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</a>
	Remarks/Examples
	Interpersonal, financial, environmental factors, and accessibility of health information.

**[HE.912.B.6 Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.](#)**

<b><u><a href="#">HE.912.B.6.1 :</a></u></b>	Evaluate personal health practices and overall health status to include all dimensions of health. Cognitive Complexity: N/A   Date Adopted or Revised: N/A Belongs to: <a href="#">Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</a>
	Remarks/Examples
	Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.

<b><u><a href="#">HE.912.B.6.2 :</a></u></b>	Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks. Cognitive Complexity: N/A   Date Adopted or Revised: N/A Belongs to: <a href="#">Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</a>
	Remarks/Examples
	Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness-program plan.

<b><u><a href="#">HE.912.B.6.3 :</a></u></b>	Implement strategies and monitor progress in achieving a personal health goal. Cognitive Complexity: N/A   Date Adopted or Revised: N/A Belongs to: <a href="#">Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</a>
	Remarks/Examples
	Stress management, time out, using of a squeeze ball when frustrated, talking with a friend or professional, pacing yourself, setting realistic expectations, using rewards, getting support, and wellness promotion.



<p><b><u>HE.912.B.6.4 :</u></b></p>	<p>Formulate an effective long-term personal health plan.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</a>  Remarks/Examples</p> <hr/> <p>Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p>
<p><b><u>HE.912.C.1 Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</u></b></p>	
<p><b><u>HE.912.C.1.1 :</u></b></p>	<p>Predict how healthy behaviors can affect health status.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</a>  Remarks/Examples</p> <hr/> <p>Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
<p><b><u>HE.912.C.1.2 :</u></b></p>	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</a>  Remarks/Examples</p> <hr/> <p>Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
<p><b><u>HE.912.C.1.3 :</u></b></p>	<p>Evaluate how environment and personal health are interrelated.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</a>  Remarks/Examples</p> <hr/> <p>Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p>

<p><b><u>HE.912.C.1.4 :</u></b></p>	<p>Propose strategies to reduce or prevent injuries and health problems.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</a>  Remarks/Examples</p> <hr/> <p>Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
<p><b><u>HE.912.C.1.5 :</u></b></p>	<p>Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</a>  Remarks/Examples</p> <hr/> <p>Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.</p>
<p><b><u>HE.912.C.1.8 :</u></b></p>	<p>Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</a>  Remarks/Examples</p> <hr/> <p>Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.</p>
<p><b><u>HE.912.C.2 Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</u></b></p>	
<p><b><u>HE.912.C.2.1 :</u></b></p>	<p>Analyze how the family influences the health of individuals.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a>  Remarks/Examples</p> <hr/> <p>Nutritional management of meals, composition of and</p>

	relationships within families, and health-insurance status.
<a href="#"><u>HE.912.C.2.2 :</u></a>	<p>Compare how peers influence healthy and unhealthy behaviors.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#"><u>Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</u></a>  Remarks/Examples</p> <p>Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
<a href="#"><u>HE.912.C.2.3 :</u></a>	<p>Assess how the school and community can affect personal health practice and behaviors.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#"><u>Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</u></a>  Remarks/Examples</p> <p>Healthier foods, required health education, health screenings, and enforcement of “no tolerance” policies related to all forms of violence, and AED availability and training.</p>
<a href="#"><u>HE.912.C.2.4 :</u></a>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#"><u>Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</u></a>  Remarks/Examples</p> <p>Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
<a href="#"><u>HE.912.C.2.5 :</u></a>	<p>Evaluate the effect of media on personal and family health.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#"><u>Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</u></a>  Remarks/Examples</p> <p>Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of</p>

	<p>violence.</p>
<a href="#"><u>HE.912.C.2.6 :</u></a>	<p>Evaluate the impact of technology on personal, family, and community health.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#"><u>Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</u></a>  Remarks/Examples</p> <p>Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.</p>
<a href="#"><u>HE.912.C.2.7 :</u></a>	<p>Analyze how culture supports and challenges health beliefs, practices, and behaviors.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#"><u>Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</u></a>  Remarks/Examples</p> <p>Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</p>
<a href="#"><u>HE.912.C.2.8 :</u></a>	<p>Analyze how the perceptions of norms influence healthy and unhealthy behaviors.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#"><u>Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</u></a>  Remarks/Examples</p> <p>Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.</p>
<a href="#"><u>HE.912.C.2.9 :</u></a>	<p>Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#"><u>Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</u></a>  Remarks/Examples</p> <p>Social conformity, self-discipline, and impulse vs. delayed</p>

	gratification.
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**[HE.912.P.7 Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.](#)**

<b><u>HE.912.P.7.2 :</u></b>	<p>Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.</a></p> <p>Remarks/Examples</p> <p>Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.</p>
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**[HE.912.P.8 Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.](#)**

<b><u>HE.912.P.8.1 :</u></b>	<p>Demonstrate how to influence and support others in making positive health choices.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.</a></p> <p>Remarks/Examples</p> <p>Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.</p>
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<b><u>HE.912.P.8.2 :</u></b>	<p>Utilize current, accurate data/information to formulate a health-enhancing message.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.</a></p> <p>Remarks/Examples</p> <p>Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.</p>
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### [LACC.910.L.3 Vocabulary Acquisition and Use](#)

#### [LACC.910.L.3.6 :](#)

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Adopted or Revised: 12/10

Belongs to: [Vocabulary Acquisition and Use](#)

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

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

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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

Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

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

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

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

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

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

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

Belongs to: [Comprehension and Collaboration](#)

### **LACC.910.W.2 Production and Distribution of Writing**

#### **LACC.910.W.2.6 :**

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

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

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

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

#### **LACC.910.WHST.3.7 :**

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

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

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

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

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

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

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

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



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# Course: Health 2-Personal Health- 0800310

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4695.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Health 2-Personal Health
<b>Course Number:</b>	0800310
<b>Course Abbreviated Title:</b>	HEALTH 2-PER HEALTH
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Health Education</a> <b>SubSubject:</b> <a href="#">General</a>
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	The purpose of this course is to provide an in-depth study of the principles of personal health maintenance. Wellness promotion for self and others will be emphasized along with responsible decision-making and planning for a healthy lifestyle.
<b>General Notes:</b>	The content should include, but is not limited to, the following: <ul style="list-style-type: none"><li>• Nutrition (wellness)</li><li>• Family life (roles and relationships of family members)</li><li>• Personal health (health issues related to stages of life)</li><li>• Mental and emotional health</li><li>• Environmental health</li><li>• Consumer health (health careers)</li><li>• Community health (health care systems)</li><li>• Mental and emotional health (positive emotional development, including the prevention of suicide)</li><li>• Prevention and control of disease (current and emerging</li></ul>

diseases and disorders)

- Injury prevention and safety (personal safety)

**Special Notes:**

**Instructional Practices**

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

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

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

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

**HE.912.B.3 Accessing Information - Demonstrate the ability to access valid health information, products, and services to enhance health.**

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

	<p>Remarks/Examples</p> <p>Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.</p>
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**[HE.912.B.4 Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.](#)**

<b><u>HE.912.B.4.1 :</u></b>	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</a></p> <p>Remarks/Examples</p> <p>Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
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<b><u>HE.912.B.4.4 :</u></b>	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</a></p> <p>Remarks/Examples</p> <p>Verbal and written communication, active listening, and how to seek help for a friend.</p>
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**[HE.912.B.5 Decision Making - Demonstrate the ability to use decision-making skills to enhance health.](#)**

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

**HE.912.B.6 Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.**

<p><b><u>HE.912.B.6.1 :</u></b></p>	<p>Evaluate personal health practices and overall health status to include all dimensions of health. Cognitive Complexity: N/A   Date Adopted or Revised: N/A Belongs to: <a href="#">Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</a> Remarks/Examples</p> <p>Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.</p>
<p><b><u>HE.912.B.6.2 :</u></b></p>	<p>Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks. Cognitive Complexity: N/A   Date Adopted or Revised: N/A Belongs to: <a href="#">Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</a> Remarks/Examples</p> <p>Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness-program plan.</p>
<p><b><u>HE.912.B.6.3 :</u></b></p>	<p>Implement strategies and monitor progress in achieving a personal health goal. Cognitive Complexity: N/A   Date Adopted or Revised: N/A Belongs to: <a href="#">Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</a> Remarks/Examples</p> <p>Stress management, time out, using of a squeeze ball when frustrated, talking with a friend or professional, pacing yourself, setting realistic expectations, using rewards, getting support, and wellness promotion.</p>
<p><b><u>HE.912.B.6.4 :</u></b></p>	<p>Formulate an effective long-term personal health plan. Cognitive Complexity: N/A   Date Adopted or Revised: N/A Belongs to: <a href="#">Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</a> Remarks/Examples</p> <p>Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for</p>

	protecting health.
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**[HE.912.C.1 Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.](#)**

<b><u><a href="#">HE.912.C.1.1 :</a></u></b>	<p>Predict how healthy behaviors can affect health status.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</a>  Remarks/Examples</p> <p>Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
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<b><u><a href="#">HE.912.C.1.2 :</a></u></b>	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</a>  Remarks/Examples</p> <p>Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
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<b><u><a href="#">HE.912.C.1.3 :</a></u></b>	<p>Evaluate how environment and personal health are interrelated.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</a>  Remarks/Examples</p> <p>Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p>
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<b><u><a href="#">HE.912.C.1.4 :</a></u></b>	<p>Propose strategies to reduce or prevent injuries and health problems.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</a>  Remarks/Examples</p> <p>Mandatory passenger-restraint/helmet laws, refusal skills,</p>
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	<p>mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
<a href="#"><u>HE.912.C.1.5 :</u></a>	<p>Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#"><u>Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</u></a>  Remarks/Examples</p> <p>Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.</p>
<a href="#"><u>HE.912.C.1.6 :</u></a>	<p>Evaluate the relationship between access to health care and health status.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#"><u>Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</u></a>  Remarks/Examples</p> <p>Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.</p>
<a href="#"><u>HE.912.C.1.7 :</u></a>	<p>Analyze how heredity and family history can impact personal health.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#"><u>Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</u></a>  Remarks/Examples</p> <p>Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.</p>
<a href="#"><u>HE.912.C.1.8 :</u></a>	<p>Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#"><u>Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</u></a>  Remarks/Examples</p> <p>Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating</p>



	violence.
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**[HE.912.C.2 Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)**

<b><u>HE.912.C.2.1 :</u></b>	Analyze how the family influences the health of individuals. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#">Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a> Remarks/Examples
	Nutritional management of meals, composition of and relationships within families, and health-insurance status.

<b><u>HE.912.C.2.2 :</u></b>	Compare how peers influence healthy and unhealthy behaviors. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#">Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a> Remarks/Examples
	Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.

<b><u>HE.912.C.2.3 :</u></b>	Assess how the school and community can affect personal health practice and behaviors. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#">Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a> Remarks/Examples
	Healthier foods, required health education, health screenings, and enforcement of “no tolerance” policies related to all forms of violence, and AED availability and training.

<b><u>HE.912.C.2.4 :</u></b>	Evaluate how public health policies and government regulations can influence health promotion and disease prevention. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#">Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a> Remarks/Examples
	Seat-belt enforcement, underage alcohol sales, reporting

	<p>communicable diseases, child care, and AED availability.</p>
<p><b><u>HE.912.C.2.5 :</u></b></p>	<p>Evaluate the effect of media on personal and family health.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a>  Remarks/Examples</p> <hr/> <p>Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
<p><b><u>HE.912.C.2.6 :</u></b></p>	<p>Evaluate the impact of technology on personal, family, and community health.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a>  Remarks/Examples</p> <hr/> <p>Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.</p>
<p><b><u>HE.912.C.2.7 :</u></b></p>	<p>Analyze how culture supports and challenges health beliefs, practices, and behaviors.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a>  Remarks/Examples</p> <hr/> <p>Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</p>
<p><b><u>HE.912.C.2.8 :</u></b></p>	<p>Analyze how the perceptions of norms influence healthy and unhealthy behaviors.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a>  Remarks/Examples</p>

	<p>Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.</p>
<p><b><u>HE.912.C.2.9 :</u></b></p>	<p>Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a>  Remarks/Examples</p> <hr/> <p>Social conformity, self-discipline, and impulse vs. delayed gratification.</p>
<p><b><u>HE.912.P.7 Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.</u></b></p>	
<p><b><u>HE.912.P.7.1 :</u></b></p>	<p>Analyze the role of individual responsibility in enhancing health.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.</a>  Remarks/Examples</p> <hr/> <p>Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.</p>
<p><b><u>HE.912.P.7.2 :</u></b></p>	<p>Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.</a>  Remarks/Examples</p> <hr/> <p>Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.</p>
<p><b><u>HE.912.P.8 Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.</u></b></p>	

<p><b><u>HE.912.P.8.1 :</u></b></p>	<p>Demonstrate how to influence and support others in making positive health choices.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.</a>  Remarks/Examples</p> <hr/> <p>Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.</p> <hr/>
<p><b><u>HE.912.P.8.3 :</u></b></p>	<p>Work cooperatively as an advocate for improving personal, family, and community health.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.</a>  Remarks/Examples</p> <hr/> <p>Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.</p> <hr/>

**LACC.910.L.3 Vocabulary Acquisition and Use**

<p><b><u>LACC.910.L.3.6 :</u></b></p>	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Vocabulary Acquisition and Use</a></p>
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**LACC.910.RL.2 Craft and Structure**

<p><b><u>LACC.910.RL.2.4 :</u></b></p>	<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).  Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning   Date Adopted or Revised: 12/10</p>
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Belongs to: [Craft and Structure](#)

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

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

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

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

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

Belongs to: [Comprehension and Collaboration](#)

### **LACC.910.W.2 Production and Distribution of Writing**

#### **LACC.910.W.2.6 :**

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

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

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

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

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

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

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

Adopted or Revised: 12/10

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



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# Course: Health 1-Life Management Skills-0800300

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4692.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Health 1-Life Management Skills
<b>Course Number:</b>	0800300
<b>Course Abbreviated Title:</b>	HEALTH1-LIF MGMT SKL
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Health Education</a> <b>SubSubject:</b> <a href="#">General</a>
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	The purpose of this course is to produce health literate students that make sound decisions and take positive actions for healthy and effective living. The course is wellness oriented and emphasizes responsible decision-making and planning for a healthy lifestyle.
<b>General Notes:</b>	The content should include, but is not limited to, the following: <ul style="list-style-type: none"><li>• Family life</li><li>• Personal health (wellness planning, decision-making, goal-setting, prevention of child abuse and neglect)</li><li>• Internet safety</li><li>• Mental and emotional health (prevention of depression interpersonal, coping skills and suicide)</li><li>• Nutrition (physical activity and wellness)</li><li>• Substance use and abuse (tobacco, alcohol, and other drug use)</li></ul>

and abuse)

- Injury prevention and safety (cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED), first aid for obstructed airway violence, gangs, and bullying)
- Personal health (human sexuality, including abstinence from sexual activity, and teen pregnancy prevention)
- Prevention and control of disease (including HIV/AIDS and other STIs)
- Community and consumer health (resources and advocacy)
- Teen dating violence (abuse prevention)

**Special Notes:**

**Instructional Practices**

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

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

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

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



and understandings mastered in preceding grades.

## STANDARDS (44)

### [HE.912.B.3 Accessing Information - Demonstrate the ability to access valid health information, products, and services to enhance health.](#)

#### [HE.912.B.3.1 :](#)

Verify the validity of health information, products, and services.

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

Belongs to: [Accessing Information - Demonstrate the ability to access valid health information, products, and services to enhance health.](#)

Remarks/Examples

Understanding product-packaging claims, magazine articles, diet/nutritional supplements, energy drinks, exercise video or equipment, tanning salon, fitness club, health professionals, health-related community resources, CPR procedure, qualifications of service provider, type of service, type of product, product safety, and reliability.

#### [HE.912.B.3.2 :](#)

Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.

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

Belongs to: [Accessing Information - Demonstrate the ability to access valid health information, products, and services to enhance health.](#)

Remarks/Examples

Internet, family member, nurse, guidance counselor, physician, clinic, hotline, support group, community agency, domestic/dating-violence service provider, and first-aid training location, expense, services available, eligibility, scheduling appointments, healthcare, and mental-health resources.

#### [HE.912.B.3.3 :](#)

Justify the validity of a variety of technologies to gather health information.

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

Belongs to: [Accessing Information - Demonstrate the ability to access valid health information, products, and services to enhance health.](#)

Remarks/Examples

Internet, telephone, 911 access, and medical technology, including

	X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.
<p><b><u><a href="#">HE.912.B.3.4</a></u> :</b></p>	<p>Justify when professional health services or providers may be required.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Accessing Information - Demonstrate the ability to access valid health information, products, and services to enhance health.</a>  Remarks/Examples</p> <p>Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.</p>
<p><b><u><a href="#">HE.912.B.4 Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</a></u></b></p>	
<p><b><u><a href="#">HE.912.B.4.1</a></u> :</b></p>	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</a>  Remarks/Examples</p> <p>Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
<p><b><u><a href="#">HE.912.B.4.2</a></u> :</b></p>	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</a>  Remarks/Examples</p> <p>Validate other’s opinions, use direct statement, use active statement, and offer alternatives.</p>
<p><b><u><a href="#">HE.912.B.4.3</a></u> :</b></p>	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health</a></p>

	<p><a href="#">risks.</a></p> <p>Remarks/Examples</p> <p>Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
<p><b><u><a href="#">HE.912.B.4.4 :</a></u></b></p>	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</a></p> <p>Remarks/Examples</p> <p>Verbal and written communication, active listening, and how to seek help for a friend.</p>
<p><b><u><a href="#">HE.912.B.5 Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</a></u></b></p>	
<p><b><u><a href="#">HE.912.B.5.1 :</a></u></b></p>	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</a></p> <p>Remarks/Examples</p> <p>Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
<p><b><u><a href="#">HE.912.B.5.2 :</a></u></b></p>	<p>Generate alternatives to health-related issues or problems.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</a></p> <p>Remarks/Examples</p> <p>Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.</p>
<p><b><u><a href="#">HE.912.B.5.3 :</a></u></b></p>	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p>

	<p>Belongs to: <a href="#">Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</a></p> <p>Remarks/Examples</p> <p>Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.</p>
<p><b><a href="#">HE.912.B.5.4 :</a></b></p>	<p>Assess whether individual or collaborative decision making is needed to make a healthy decision.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</a></p> <p>Remarks/Examples</p> <p>Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.</p>
<p><b><a href="#">HE.912.B.5.5 :</a></b></p>	<p>Examine barriers that can hinder healthy decision making.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</a></p> <p>Remarks/Examples</p> <p>Interpersonal, financial, environmental factors, and accessibility of health information.</p>
<p><b><a href="#">HE.912.B.6 Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</a></b></p>	
<p><b><a href="#">HE.912.B.6.1 :</a></b></p>	<p>Evaluate personal health practices and overall health status to include all dimensions of health.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</a></p> <p>Remarks/Examples</p> <p>Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.</p>

<p><b><u>HE.912.B.6.2 :</u></b></p>	<p>Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</a>  Remarks/Examples</p> <hr/> <p>Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness-program plan.</p>
<p><b><u>HE.912.B.6.3 :</u></b></p>	<p>Implement strategies and monitor progress in achieving a personal health goal.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</a>  Remarks/Examples</p> <hr/> <p>Stress management, time out, using of a squeeze ball when frustrated, talking with a friend or professional, pacing yourself, setting realistic expectations, using rewards, getting support, and wellness promotion.</p>
<p><b><u>HE.912.B.6.4 :</u></b></p>	<p>Formulate an effective long-term personal health plan.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</a>  Remarks/Examples</p> <hr/> <p>Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p>
<p><b><u>HE.912.C.1 Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</u></b></p>	
<p><b><u>HE.912.C.1.1 :</u></b></p>	<p>Predict how healthy behaviors can affect health status.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</a>  Remarks/Examples</p> <hr/> <p>Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace</p>

	safety.
<p><a href="#"><u>HE.912.C.1.2 :</u></a></p>	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#"><u>Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</u></a>  Remarks/Examples</p> <p>Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
<p><a href="#"><u>HE.912.C.1.3 :</u></a></p>	<p>Evaluate how environment and personal health are interrelated.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#"><u>Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</u></a>  Remarks/Examples</p> <p>Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p>
<p><a href="#"><u>HE.912.C.1.4 :</u></a></p>	<p>Propose strategies to reduce or prevent injuries and health problems.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#"><u>Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</u></a>  Remarks/Examples</p> <p>Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
<p><a href="#"><u>HE.912.C.1.5 :</u></a></p>	<p>Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#"><u>Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</u></a>  Remarks/Examples</p> <p>Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.</p>

<p><b><u><a href="#">HE.912.C.1.6 :</a></u></b></p>	<p>Evaluate the relationship between access to health care and health status.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</a>  Remarks/Examples</p> <hr/> <p>Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.</p>
<p><b><u><a href="#">HE.912.C.1.7 :</a></u></b></p>	<p>Analyze how heredity and family history can impact personal health.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</a>  Remarks/Examples</p> <hr/> <p>Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.</p>
<p><b><u><a href="#">HE.912.C.1.8 :</a></u></b></p>	<p>Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</a>  Remarks/Examples</p> <hr/> <p>Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.</p>
<p><b><u><a href="#">HE.912.C.2 Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a></u></b></p>	
<p><b><u><a href="#">HE.912.C.2.1 :</a></u></b></p>	<p>Analyze how the family influences the health of individuals.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a>  Remarks/Examples</p> <hr/> <p>Nutritional management of meals, composition of and relationships within families, and health-insurance status.</p>

<p><b><u>HE.912.C.2.2 :</u></b></p>	<p>Compare how peers influence healthy and unhealthy behaviors.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a>  Remarks/Examples</p> <hr/> <p>Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
<p><b><u>HE.912.C.2.3 :</u></b></p>	<p>Assess how the school and community can affect personal health practice and behaviors.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a>  Remarks/Examples</p> <hr/> <p>Healthier foods, required health education, health screenings, and enforcement of “no tolerance” policies related to all forms of violence, and AED availability and training.</p>
<p><b><u>HE.912.C.2.4 :</u></b></p>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a>  Remarks/Examples</p> <hr/> <p>Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
<p><b><u>HE.912.C.2.5 :</u></b></p>	<p>Evaluate the effect of media on personal and family health.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a>  Remarks/Examples</p> <hr/> <p>Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>



<p><b><u>HE.912.C.2.6 :</u></b></p>	<p>Evaluate the impact of technology on personal, family, and community health.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a>  Remarks/Examples</p> <hr/> <p>Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.</p> <hr/>
<p><b><u>HE.912.C.2.7 :</u></b></p>	<p>Analyze how culture supports and challenges health beliefs, practices, and behaviors.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a>  Remarks/Examples</p> <hr/> <p>Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</p> <hr/>
<p><b><u>HE.912.C.2.8 :</u></b></p>	<p>Analyze how the perceptions of norms influence healthy and unhealthy behaviors.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a>  Remarks/Examples</p> <hr/> <p>Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.</p> <hr/>
<p><b><u>HE.912.C.2.9 :</u></b></p>	<p>Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a>  Remarks/Examples</p> <hr/> <p>Social conformity, self-discipline, and impulse vs. delayed gratification.</p> <hr/>
<p><b><u>HE.912.P.7 Self Management - Demonstrate the ability to practice advocacy, health-</u></b></p>	

**enhancing behaviors, and avoidance or reduction of health risks for oneself.**

<b><u>HE.912.P.7.1</u></b> :	Analyze the role of individual responsibility in enhancing health. Cognitive Complexity: N/A   Date Adopted or Revised: N/A Belongs to: <a href="#">Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.</a> Remarks/Examples Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.
<b><u>HE.912.P.7.2</u></b>	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.  (Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental health services when needed, sexual behavior, and engaging in healthy relationships.)

**HE.912.P.8 Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.**

<b><u>HE.912.P.8.1</u></b> :	Demonstrate how to influence and support others in making positive health choices. Cognitive Complexity: N/A   Date Adopted or Revised: N/A Belongs to: <a href="#">Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.</a> Remarks/Examples Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.
<b><u>HE.912.P.8.2</u></b> :	Utilize current, accurate data/information to formulate a health-enhancing message. Cognitive Complexity: N/A   Date Adopted or Revised: N/A Belongs to: <a href="#">Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.</a> Remarks/Examples Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.

<p><b><u>HE.912.P.8.3 :</u></b></p>	<p>Work cooperatively as an advocate for improving personal, family, and community health.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.</a>  Remarks/Examples</p> <hr/> <p>Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.</p>
<p><b><u>HE.912.P.8.4 :</u></b></p>	<p>Adapt health messages and communication techniques to a specific target audience.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.</a>  Remarks/Examples</p> <hr/> <p>Internet safety, disease prevention, health disparities, disaster relief, and CPR/AED training.</p>

**LACC.910.L.3 Vocabulary Acquisition and Use**

<p><b><u>LACC.910.L.3.6 :</u></b></p>	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Vocabulary Acquisition and Use</a></p>
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**LACC.910.RL.2 Craft and Structure**

<p><b><u>LACC.910.RL.2.4 :</u></b></p>	<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).  Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Craft and Structure</a></p>
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## [LACC.910.SL.1 Comprehension and Collaboration](#)

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

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

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

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

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

### [LACC.910.W.2.6 :](#)

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

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

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

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

Analyze decisions and strategies using probability concepts (e.g.,

product testing, medical testing, pulling a hockey goalie at the end of a game).

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

Adopted or Revised: 12/10

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



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# Course: ROTC Life Management Skills Waiver-0800400

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse299.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	ROTC Life Management Skills Waiver
<b>Course Number:</b>	0800400
<b>Course Abbreviated Title:</b>	ROTC LIF MGMT WAIVER
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Health Education</a> <b>SubSubject:</b> <a href="#">General</a>
<b>Course Type:</b>	Elective
<b>Status:</b>	State Board Approved



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

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4672.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Personal, Social, and Family Relationships
<b>Course Number:</b>	0800330
<b>Course Abbreviated Title:</b>	PERSON SOC FAM RLSH
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Health Education</a> <b>SubSubject:</b> <a href="#">General</a>
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p>The purpose of this course is to develop advanced knowledge and skills that promote positive social and emotional interactions and relationships. The content includes in-depth study of basic human needs, self-awareness and acceptance.</p> <p>The content should include, but is not limited to, the following:</p> <ul style="list-style-type: none"><li>• <b>Teen dating violence</b></li><li>• <b>Mental and emotional health</b> (stress management, coping skills, suicide prevention, conflict-resolution, peer mediation, and negotiation skills)</li><li>• <b>Family life</b> (family dynamics, parenting skills, prevention of child abuse and neglect)</li><li>• <b>Community health</b> (health-related community resources)</li><li>• <b>Internet Safety</b></li></ul>

- **Prevention and control of disease** (HIV/AIDS and other STIs)
- **Personal health** (human growth and development through adulthood including human sexuality, abstinence from sexual activity, and teen pregnancy prevention, responsible decision-making and goal-setting)

### **Instructional Practices**

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

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

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

## **STANDARDS (42)**

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

**[HE.912.B.3 Accessing Information - Demonstrate the ability to access valid health information, products, and services to enhance health.](#)**



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

	made conditions.
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**[HE.912.B.4 Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.](#)**

<b><u>HE.912.B.4.1 :</u></b>	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</a></p> <p>Remarks/Examples</p> <p>Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
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<b><u>HE.912.B.4.2 :</u></b>	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</a></p> <p>Remarks/Examples</p> <p>Validate other’s opinions, use direct statement, use active statement, and offer alternatives.</p>
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<b><u>HE.912.B.4.3 :</u></b>	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</a></p> <p>Remarks/Examples</p> <p>Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
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<b><u>HE.912.B.4.4 :</u></b>	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</a></p>
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	<p><a href="#">risks.</a></p> <p>Remarks/Examples</p> <p>Verbal and written communication, active listening, and how to seek help for a friend.</p>
<p><b><u><a href="#">HE.912.B.5 Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</a></u></b></p>	
<p><b><u><a href="#">HE.912.B.5.1 :</a></u></b></p>	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</a></p> <p>Remarks/Examples</p> <p>Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
<p><b><u><a href="#">HE.912.B.5.2 :</a></u></b></p>	<p>Generate alternatives to health-related issues or problems.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</a></p> <p>Remarks/Examples</p> <p>Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.</p>
<p><b><u><a href="#">HE.912.B.5.3 :</a></u></b></p>	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</a></p> <p>Remarks/Examples</p> <p>Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.</p>
<p><b><u><a href="#">HE.912.B.5.4 :</a></u></b></p>	<p>Assess whether individual or collaborative decision making is needed to make a healthy decision.</p>

	<p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A          Belongs to: <a href="#">Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</a>          Remarks/Examples</p> <p>Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.</p>
<p><b><u><a href="#">HE.912.B.5.5 :</a></u></b></p>	<p>Examine barriers that can hinder healthy decision making.          Cognitive Complexity: N/A   Date Adopted or Revised: N/A          Belongs to: <a href="#">Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</a>          Remarks/Examples</p> <p>Interpersonal, financial, environmental factors, and accessibility of health information.</p>
<p><b><u><a href="#">HE.912.B.6 Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</a></u></b></p>	
<p><b><u><a href="#">HE.912.B.6.1 :</a></u></b></p>	<p>Evaluate personal health practices and overall health status to include all dimensions of health.          Cognitive Complexity: N/A   Date Adopted or Revised: N/A          Belongs to: <a href="#">Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</a>          Remarks/Examples</p> <p>Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.</p>
<p><b><u><a href="#">HE.912.B.6.3 :</a></u></b></p>	<p>Implement strategies and monitor progress in achieving a personal health goal.          Cognitive Complexity: N/A   Date Adopted or Revised: N/A          Belongs to: <a href="#">Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</a>          Remarks/Examples</p> <p>Stress management, time out, using of a squeeze ball when frustrated, talking with a friend or professional, pacing yourself, setting realistic expectations, using rewards, getting support, and wellness promotion.</p>

<p><b><u>HE.912.B.6.4 :</u></b></p>	<p>Formulate an effective long-term personal health plan.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</a>  Remarks/Examples</p> <hr/> <p>Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p>
<p><b><u>HE.912.C.1 Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</u></b></p>	
<p><b><u>HE.912.C.1.1 :</u></b></p>	<p>Predict how healthy behaviors can affect health status.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</a>  Remarks/Examples</p> <hr/> <p>Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
<p><b><u>HE.912.C.1.2 :</u></b></p>	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</a>  Remarks/Examples</p> <hr/> <p>Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
<p><b><u>HE.912.C.1.3 :</u></b></p>	<p>Evaluate how environment and personal health are interrelated.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</a>  Remarks/Examples</p> <hr/> <p>Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p>

<p><b><u>HE.912.C.1.4 :</u></b></p>	<p>Propose strategies to reduce or prevent injuries and health problems.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</a>  Remarks/Examples</p> <hr/> <p>Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p> <hr/>
<p><b><u>HE.912.C.1.5 :</u></b></p>	<p>Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</a>  Remarks/Examples</p> <hr/> <p>Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.</p> <hr/>
<p><b><u>HE.912.C.1.6 :</u></b></p>	<p>Evaluate the relationship between access to health care and health status.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</a>  Remarks/Examples</p> <hr/> <p>Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.</p> <hr/>
<p><b><u>HE.912.C.1.7 :</u></b></p>	<p>Analyze how heredity and family history can impact personal health.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</a>  Remarks/Examples</p> <hr/> <p>Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.</p> <hr/>

<p><b><u>HE.912.C.1.8 :</u></b></p>	<p>Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</a>  Remarks/Examples</p> <hr/> <p>Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.</p>
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**HE.912.C.2 Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

<p><b><u>HE.912.C.2.1 :</u></b></p>	<p>Analyze how the family influences the health of individuals.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a>  Remarks/Examples</p> <hr/> <p>Nutritional management of meals, composition of and relationships within families, and health-insurance status.</p>
<p><b><u>HE.912.C.2.2 :</u></b></p>	<p>Compare how peers influence healthy and unhealthy behaviors.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a>  Remarks/Examples</p> <hr/> <p>Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
<p><b><u>HE.912.C.2.3 :</u></b></p>	<p>Assess how the school and community can affect personal health practice and behaviors.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a>  Remarks/Examples</p> <hr/> <p>Healthier foods, required health education, health screenings, and enforcement of “no tolerance” policies related to all forms of violence, and AED availability and training.</p>

<p><b><u>HE.912.C.2.4 :</u></b></p>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a>  Remarks/Examples</p> <hr/> <p>Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
<p><b><u>HE.912.C.2.5 :</u></b></p>	<p>Evaluate the effect of media on personal and family health.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a>  Remarks/Examples</p> <hr/> <p>Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
<p><b><u>HE.912.C.2.6 :</u></b></p>	<p>Evaluate the impact of technology on personal, family, and community health.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a>  Remarks/Examples</p> <hr/> <p>Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.</p>
<p><b><u>HE.912.C.2.7 :</u></b></p>	<p>Analyze how culture supports and challenges health beliefs, practices, and behaviors.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a>  Remarks/Examples</p> <hr/> <p>Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and</p>



	parenting.
<b><u>HE.912.C.2.8 :</u></b>	<p>Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#">Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a></p> <p>Remarks/Examples</p> <p>Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.</p>
<b><u>HE.912.C.2.9 :</u></b>	<p>Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#">Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a></p> <p>Remarks/Examples</p> <p>Social conformity, self-discipline, and impulse vs. delayed gratification.</p>
<b><u>HE.912.P.7 Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.</u></b>	
<b><u>HE.912.P.7.1 :</u></b>	<p>Analyze the role of individual responsibility in enhancing health.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.</a></p> <p>Remarks/Examples</p> <p>Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.</p>
<b><u>HE.912.P.8 Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.</u></b>	
<b><u>HE.912.P.8.1 :</u></b>	<p>Demonstrate how to influence and support others in making positive health choices.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Advocacy - Demonstrate the ability to advocate for individual, peer,</a></p>

	<p><a href="#">school, family, and community health.</a></p> <p>Remarks/Examples</p> <p>Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.</p>
<p><b><u><a href="#">HE.912.P.8.2 :</a></u></b></p>	<p>Utilize current, accurate data/information to formulate a health-enhancing message.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.</a></p> <p>Remarks/Examples</p> <p>Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.</p>
<p><b><u><a href="#">HE.912.P.8.3 :</a></u></b></p>	<p>Work cooperatively as an advocate for improving personal, family, and community health.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.</a></p> <p>Remarks/Examples</p> <p>Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.</p>

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

<p><b><u><a href="#">LACC.910.L.3.6 :</a></u></b></p>	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Vocabulary Acquisition and Use</a></p>
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**[LACC.910.RL.2 Craft and Structure](#)**

**LACC.910.RL.2.4 :**

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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

Belongs to: [Craft and Structure](#)

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

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

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

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

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

Belongs to: [Comprehension and Collaboration](#)

**LACC.910.W.2 Production and Distribution of Writing**

**LACC.910.W.2.6 :**

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of

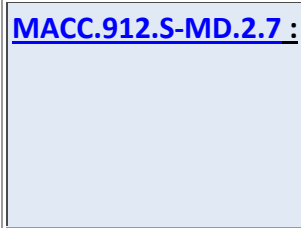


technology's capacity to link to other information and to display information flexibly and dynamically.

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

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

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



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

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

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



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# Course: Parenting 2- 0800380

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4676.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Parenting 2
<b>Course Number:</b>	0800380
<b>Course Abbreviated Title:</b>	PARENTING 2
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Health Education</a> <b>SubSubject:</b> <a href="#">General</a>
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p>This course provides students with skills and information to enable them to care for and nurture the toddler and pre school-age child. Emphases are placed on child safety, nutrition, and growth and development. Additional content includes care of the sick or injured child, parental rights and responsibilities, consumer skills, and building positive family relationships.</p> <p>The content should include, but is not limited to, the following:</p> <ul style="list-style-type: none"><li>• <b>Family life</b></li><li>• <b>Personal health</b></li><li>• <b>Internet safety</b></li><li>• <b>Mental and emotional health</b></li><li>• <b>Nutrition</b></li><li>• <b>Injury prevention and safety</b></li><li>• <b>Personal health</b></li></ul>

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

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

<b><u>HE.912.B.3.1:</u></b>	Verify the validity of health information, products, and services. Remarks/Examples
	Understanding product-packaging claims, magazine articles, diet/nutritional supplements, energy drinks, exercise video or

	<p>equipment, tanning salon, fitness club, health professionals, health-related community resources, CPR procedure, qualifications of service provider, type of service, type of product, product safety, and reliability.</p>
<a href="#"><u>HE.912.B.3.3:</u></a>	<p>Justify the validity of a variety of technologies to gather health information.</p> <p>Remarks/Examples</p> <p>Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
<a href="#"><u>HE.912.B.4.1:</u></a>	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Remarks/Examples</p> <p>Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
<a href="#"><u>HE.912.B.4.2:</u></a>	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Remarks/Examples</p> <p>Validate other's opinions, use direct statement, use active statement, and offer alternatives.</p>
<a href="#"><u>HE.912.B.4.3:</u></a>	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>Remarks/Examples</p> <p>Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
<a href="#"><u>HE.912.B.4.4:</u></a>	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Remarks/Examples</p> <p>Verbal and written communication, active listening, and how to seek help for a friend.</p>
<a href="#"><u>HE.912.B.5.1:</u></a>	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p>

	<p>Remarks/Examples</p> <p>Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
<a href="#"><u>HE.912.B.5.2:</u></a>	<p>Generate alternatives to health-related issues or problems.</p> <p>Remarks/Examples</p> <p>Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.</p>
<a href="#"><u>HE.912.B.5.3:</u></a>	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others.</p> <p>Remarks/Examples</p> <p>Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.</p>
<a href="#"><u>HE.912.B.5.5:</u></a>	<p>Examine barriers that can hinder healthy decision making.</p> <p>Remarks/Examples</p> <p>Interpersonal, financial, environmental factors, and accessibility of health information.</p>
<a href="#"><u>HE.912.C.1.1:</u></a>	<p>Predict how healthy behaviors can affect health status.</p> <p>Remarks/Examples</p> <p>Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
<a href="#"><u>HE.912.C.1.2:</u></a>	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.</p> <p>Remarks/Examples</p> <p>Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
<a href="#"><u>HE.912.C.1.3:</u></a>	<p>Evaluate how environment and personal health are interrelated.</p>



	<p>Remarks/Examples</p> <p>Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p>
<a href="#"><u>HE.912.C.1.4:</u></a>	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <p>Remarks/Examples</p> <p>Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
<a href="#"><u>HE.912.C.1.5:</u></a>	<p>Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.</p> <p>Remarks/Examples</p> <p>Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.</p>
<a href="#"><u>HE.912.C.1.6:</u></a>	<p>Evaluate the relationship between access to health care and health status.</p> <p>Remarks/Examples</p> <p>Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.</p>
<a href="#"><u>HE.912.C.1.7:</u></a>	<p>Analyze how heredity and family history can impact personal health.</p> <p>Remarks/Examples</p> <p>Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.</p>
<a href="#"><u>HE.912.C.1.8:</u></a>	<p>Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.</p> <p>Remarks/Examples</p> <p>Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.</p>
<a href="#"><u>HE.912.C.2.1:</u></a>	<p>Analyze how the family influences the health of individuals.</p>

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

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

	<p>Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.</p>
<p><a href="#"><u>LACC.910.L.3.6:</u></a></p>	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p><a href="#"><u>LACC.910.RL.2.4:</u></a></p>	<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>
<p><a href="#"><u>LACC.910.SL.1.1:</u></a></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<p><a href="#"><u>LACC.910.W.2.6:</u></a></p>	<p>Use technology, including the Internet, to produce, publish, and</p>

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



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# Course: Parenting 1- 0800370

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## BASIC INFORMATION

<b>Course Title:</b>	Parenting 1
<b>Course Number:</b>	0800370
<b>Course Abbreviated Title:</b>	PARENTING 1
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Health Education</a> <b>SubSubject:</b> <a href="#">General</a>
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p>This course provides students with skills and information to enable them to care for and nurture the infant child. Emphasis is placed on child safety, nutrition, and growth and development. Additional content includes care of the sick or injured child, parental rights and responsibilities, consumer skills, and building positive family relationships.</p> <p>The content should include, but is not limited to, the following:</p> <ul style="list-style-type: none"><li>• <b>Family life</b></li><li>• <b>Personal health</b></li><li>• <b>Internet safety</b></li><li>• <b>Mental and emotional health</b></li><li>• <b>Nutrition</b></li><li>• <b>Injury prevention and safety</b></li><li>• <b>Personal health</b></li></ul>

	<ul style="list-style-type: none"> <li>• <b>Prevention and control of disease</b></li> <li>• <b>Community and consumer health</b></li> </ul> <p><b>Instructional Practices</b></p> <p>Teaching from a well-written, grade-level textbook enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> <li>1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.</li> <li>2. Making close reading and rereading of texts central to lessons.</li> <li>3. Asking high-level, text specific questions and requiring high-level, complex tasks and assignments.</li> <li>4. Requiring students to support answers with evidence from the text.</li> <li>5. Providing extensive text-based research and writing opportunities (claims and evidence).</li> </ol> <p>Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.</p>
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## STANDARDS (37)

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

<b><u>HE.912.B.3.1:</u></b>	Verify the validity of health information, products, and services.
	Remarks/Examples Understanding product-packaging claims, magazine articles, diet/nutritional supplements, energy drinks, exercise video or equipment, tanning salon, fitness club, health professionals, health-related community resources, CPR procedure, qualifications of

	<p>service provider, type of service, type of product, product safety, and reliability.</p>
<a href="#"><u>HE.912.B.3.2:</u></a>	<p>Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.</p> <p>Remarks/Examples</p> <p>Internet, family member, nurse, guidance counselor, physician, clinic, hotline, support group, community agency, domestic/dating-violence service provider, and first-aid training location, expense, services available, eligibility, scheduling appointments, healthcare, and mental-health resources.</p>
<a href="#"><u>HE.912.B.3.3:</u></a>	<p>Justify the validity of a variety of technologies to gather health information.</p> <p>Remarks/Examples</p> <p>Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
<a href="#"><u>HE.912.B.3.4:</u></a>	<p>Justify when professional health services or providers may be required.</p> <p>Remarks/Examples</p> <p>Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.</p>
<a href="#"><u>HE.912.B.4.1:</u></a>	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Remarks/Examples</p> <p>Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
<a href="#"><u>HE.912.B.4.2:</u></a>	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Remarks/Examples</p> <p>Validate other's opinions, use direct statement, use active statement, and offer alternatives.</p>



<p><b><u>HE.912.B.4.3:</u></b></p>	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. Remarks/Examples</p> <p>Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
<p><b><u>HE.912.B.4.4:</u></b></p>	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others. Remarks/Examples</p> <p>Verbal and written communication, active listening, and how to seek help for a friend.</p>
<p><b><u>HE.912.B.5.1:</u></b></p>	<p>Determine the value of applying a thoughtful decision-making process in health-related situations. Remarks/Examples</p> <p>Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
<p><b><u>HE.912.B.5.2:</u></b></p>	<p>Generate alternatives to health-related issues or problems. Remarks/Examples</p> <p>Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.</p>
<p><b><u>HE.912.B.5.3:</u></b></p>	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others. Remarks/Examples</p> <p>Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.</p>
<p><b><u>HE.912.B.5.5:</u></b></p>	<p>Examine barriers that can hinder healthy decision making. Remarks/Examples</p> <p>Interpersonal, financial, environmental factors, and accessibility of health information.</p>

<p><b><u>HE.912.C.1.1:</u></b></p>	<p>Predict how healthy behaviors can affect health status. Remarks/Examples</p> <p>Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
<p><b><u>HE.912.C.1.2:</u></b></p>	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health. Remarks/Examples</p> <p>Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
<p><b><u>HE.912.C.1.3:</u></b></p>	<p>Evaluate how environment and personal health are interrelated. Remarks/Examples</p> <p>Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p>
<p><b><u>HE.912.C.1.4:</u></b></p>	<p>Propose strategies to reduce or prevent injuries and health problems. Remarks/Examples</p> <p>Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
<p><b><u>HE.912.C.1.5:</u></b></p>	<p>Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases. Remarks/Examples</p> <p>Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.</p>
<p><b><u>HE.912.C.1.6:</u></b></p>	<p>Evaluate the relationship between access to health care and health status. Remarks/Examples</p> <p>Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.</p>

<a href="#"><u>HE.912.C.1.7:</u></a>	Analyze how heredity and family history can impact personal health. Remarks/Examples Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.
<a href="#"><u>HE.912.C.1.8:</u></a>	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors. Remarks/Examples Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.
<a href="#"><u>HE.912.C.2.1:</u></a>	Analyze how the family influences the health of individuals. Remarks/Examples Nutritional management of meals, composition of and relationships within families, and health-insurance status.
<a href="#"><u>HE.912.C.2.2:</u></a>	Compare how peers influence healthy and unhealthy behaviors. Remarks/Examples Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
<a href="#"><u>HE.912.C.2.3:</u></a>	Assess how the school and community can affect personal health practice and behaviors. Remarks/Examples Healthier foods, required health education, health screenings, and enforcement of “no tolerance” policies related to all forms of violence, and AED availability and training.
<a href="#"><u>HE.912.C.2.4:</u></a>	Evaluate how public health policies and government regulations can influence health promotion and disease prevention. Remarks/Examples Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.

<p><a href="#"><u>HE.912.C.2.5:</u></a></p>	<p>Evaluate the effect of media on personal and family health. Remarks/Examples</p> <p>Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
<p><a href="#"><u>HE.912.C.2.6:</u></a></p>	<p>Evaluate the impact of technology on personal, family, and community health. Remarks/Examples</p> <p>Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.</p>
<p><a href="#"><u>HE.912.C.2.7:</u></a></p>	<p>Analyze how culture supports and challenges health beliefs, practices, and behaviors. Remarks/Examples</p> <p>Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</p>
<p><a href="#"><u>HE.912.C.2.8:</u></a></p>	<p>Analyze how the perceptions of norms influence healthy and unhealthy behaviors. Remarks/Examples</p> <p>Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.</p>
<p><a href="#"><u>HE.912.C.2.9:</u></a></p>	<p>Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. Remarks/Examples</p> <p>Social conformity, self-discipline, and impulse vs. delayed gratification.</p>
<p><a href="#"><u>HE.912.P.7.1:</u></a></p>	<p>Analyze the role of individual responsibility in enhancing health. Remarks/Examples</p> <p>Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress</p>

	management.
<a href="#"><u>HE.912.P.7.2:</u></a>	<p>Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.</p> <p>Remarks/Examples</p> <p>Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.</p>
<a href="#"><u>HE.912.P.8.1:</u></a>	<p>Demonstrate how to influence and support others in making positive health choices.</p> <p>Remarks/Examples</p> <p>Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.</p>
<a href="#"><u>LACC.910.L.3.6:</u></a>	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<a href="#"><u>LACC.910.RL.2.4:</u></a>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
<a href="#"><u>LACC.910.SL.1.1:</u></a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key</li> </ol>

	<p>issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<p><b><u>LACC.910.W.2.6:</u></b></p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>
<p><b><u>MACC.912.S-MD.2.7:</u></b></p>	<p>Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).</p>



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# Course: Health Transfer- 0800990

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse300.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Health Transfer
<b>Course Number:</b>	0800990
<b>Course Abbreviated Title:</b>	HEALTH TRAN
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Health Education</a> <b>SubSubject:</b> <a href="#">General</a>
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Status:</b>	State Board Approved



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# Course: Health for Life in the Workplace-0800395

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4689.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Health for Life in the Workplace
<b>Course Number:</b>	0800395
<b>Course Abbreviated Title:</b>	HEALTH LFE WKPLCE
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Health Education</a> <b>SubSubject:</b> <a href="#">General</a>
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p>The purpose of this course is to emphasize real-world health literacy knowledge and skills that promote individual and societal responsibilities to foster a well work force. The engaging rigorous content would include: consumer and health care system information, safety practices, personal and social responsibility, health ethics, coping skills and stress-management, interpersonal communication skills, risk factor assessments and behavior change/goal projects.</p> <p>The content should include, but is not limited to, the following:</p> <ul style="list-style-type: none"><li>• Consumer health</li><li>• Health care systems, insurance options, and community resources</li></ul>



- Safety education including injury and suicide prevention
- Communicable and non-communicable disease prevention and control
- Consequences for alcohol, tobacco, and other drug use
- Reproductive health
- Individual and societal influences on the work force
- Ethics
- Stress management and coping skills
- Interpersonal communication skills
- Decision-making skills
- Health risk appraisals
- Behavior change plan
- Health technology

### **Instructional Practices**

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

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

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

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

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

<a href="#"><u>HE.912.B.4.4:</u></a>	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Remarks/Examples</p> <p>Verbal and written communication, active listening, and how to seek help for a friend.</p>
<a href="#"><u>HE.912.B.5.1:</u></a>	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Remarks/Examples</p> <p>Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
<a href="#"><u>HE.912.B.5.2:</u></a>	<p>Generate alternatives to health-related issues or problems.</p> <p>Remarks/Examples</p> <p>Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.</p>
<a href="#"><u>HE.912.B.5.3:</u></a>	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others.</p> <p>Remarks/Examples</p> <p>Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.</p>
<a href="#"><u>HE.912.B.5.4:</u></a>	<p>Assess whether individual or collaborative decision making is needed to make a healthy decision.</p> <p>Remarks/Examples</p> <p>Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.</p>
<a href="#"><u>HE.912.B.5.5:</u></a>	<p>Examine barriers that can hinder healthy decision making.</p> <p>Remarks/Examples</p> <p>Interpersonal, financial, environmental factors, and accessibility of</p>

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

	<p>physical, and social health.</p> <p>Remarks/Examples</p> <p>Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
<a href="#"><u>HE.912.C.1.4:</u></a>	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <p>Remarks/Examples</p> <p>Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
<a href="#"><u>HE.912.C.1.5:</u></a>	<p>Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.</p> <p>Remarks/Examples</p> <p>Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.</p>
<a href="#"><u>HE.912.C.1.6:</u></a>	<p>Evaluate the relationship between access to health care and health status.</p> <p>Remarks/Examples</p> <p>Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.</p>
<a href="#"><u>HE.912.C.1.8:</u></a>	<p>Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.</p> <p>Remarks/Examples</p> <p>Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.</p>
<a href="#"><u>HE.912.C.2.1:</u></a>	<p>Analyze how the family influences the health of individuals.</p> <p>Remarks/Examples</p> <p>Nutritional management of meals, composition of and relationships within families, and health-insurance status.</p>

<p><a href="#"><u>HE.912.C.2.2:</u></a></p>	<p>Compare how peers influence healthy and unhealthy behaviors. Remarks/Examples</p> <p>Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
<p><a href="#"><u>HE.912.C.2.3:</u></a></p>	<p>Assess how the school and community can affect personal health practice and behaviors. Remarks/Examples</p> <p>Healthier foods, required health education, health screenings, and enforcement of “no tolerance” policies related to all forms of violence, and AED availability and training.</p>
<p><a href="#"><u>HE.912.C.2.4:</u></a></p>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention. Remarks/Examples</p> <p>Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
<p><a href="#"><u>HE.912.C.2.5:</u></a></p>	<p>Evaluate the effect of media on personal and family health. Remarks/Examples</p> <p>Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
<p><a href="#"><u>HE.912.C.2.6:</u></a></p>	<p>Evaluate the impact of technology on personal, family, and community health. Remarks/Examples</p> <p>Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.</p>
<p><a href="#"><u>HE.912.C.2.7:</u></a></p>	<p>Analyze how culture supports and challenges health beliefs, practices, and behaviors. Remarks/Examples</p>

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

<p><a href="#"><u>HE.912.P.8.2:</u></a></p>	<p>Utilize current, accurate data/information to formulate a health-enhancing message. Remarks/Examples</p> <p>Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.</p>
<p><a href="#"><u>HE.912.P.8.3:</u></a></p>	<p>Work cooperatively as an advocate for improving personal, family, and community health. Remarks/Examples</p> <p>Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.</p>
<p><a href="#"><u>HE.912.P.8.4:</u></a></p>	<p>Adapt health messages and communication techniques to a specific target audience. Remarks/Examples</p> <p>Internet safety, disease prevention, health disparities, disaster relief, and CPR/AED training.</p>
<p><a href="#"><u>LACC.910.L.3.6:</u></a></p>	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p><a href="#"><u>LACC.910.RL.2.4:</u></a></p>	<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>
<p><a href="#"><u>LACC.910.SL.1.1:</u></a></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the</p>



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



# Course: Health for Expectant Parents- 0800390

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4684.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Health for Expectant Parents
<b>Course Number:</b>	0800390
<b>Course Abbreviated Title:</b>	HEALTH EXPER PARENTS
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Health Education</a> <b>SubSubject:</b> <a href="#">General</a>
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p>The purpose of this course is to develop knowledge and skills that promote a healthy baby, mother, and family. Emphasis is placed on human reproduction, fetal growth and development, physical changes during pregnancy, health care and nutrition for the expectant mother, the birth process, decision making, and family planning.</p> <p>The content should include, but is not limited to, the following:</p> <ul style="list-style-type: none"><li>• Human reproduction</li><li>• Stages of fetal development</li><li>• Stages of physical, social, cognitive, and emotional development of an infant</li><li>• Physical and emotional development and care of expectant mother</li><li>• Birth process</li><li>• Pre and post natal care</li></ul>

- Disease prevention and control of common illnesses affecting mother and fetus
- Healthy lifestyle of family
- Family planning and care giving
- Parenting skills including prevention of child abuse, neglect, and infant mortality
- Family relationships including parental rights and responsibilities
- Communication, interpersonal and coping skills
- Responsible decision-making and goal-setting
- Health-related community resources
- Consumer skills

### **Instructional Practices**

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

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

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

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

<p><b><u>HE.912.B.3.3:</u></b></p>	<p>Justify the validity of a variety of technologies to gather health information. Remarks/Examples</p> <p>Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
<p><b><u>HE.912.B.4.1:</u></b></p>	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health. Remarks/Examples</p> <p>Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
<p><b><u>HE.912.B.4.2:</u></b></p>	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. Remarks/Examples</p> <p>Validate other's opinions, use direct statement, use active statement, and offer alternatives.</p>
<p><b><u>HE.912.B.4.3:</u></b></p>	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. Remarks/Examples</p> <p>Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
<p><b><u>HE.912.B.4.4:</u></b></p>	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others. Remarks/Examples</p> <p>Verbal and written communication, active listening, and how to seek help for a friend.</p>
<p><b><u>HE.912.B.5.1:</u></b></p>	<p>Determine the value of applying a thoughtful decision-making process in health-related situations. Remarks/Examples</p> <p>Defining healthy boundaries and relationships, sexual activity,</p>

	alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.
<a href="#"><u>HE.912.B.5.2:</u></a>	Generate alternatives to health-related issues or problems. Remarks/Examples Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.
<a href="#"><u>HE.912.B.5.3:</u></a>	Appraise the potential short-term and long-term outcomes of each alternative on self and others. Remarks/Examples Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.
<a href="#"><u>HE.912.B.5.5:</u></a>	Examine barriers that can hinder healthy decision making. Remarks/Examples Interpersonal, financial, environmental factors, and accessibility of health information.
<a href="#"><u>HE.912.B.6.1:</u></a>	Evaluate personal health practices and overall health status to include all dimensions of health. Remarks/Examples Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.
<a href="#"><u>HE.912.B.6.2:</u></a>	Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks. Remarks/Examples Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness-program plan.
<a href="#"><u>HE.912.B.6.3:</u></a>	Implement strategies and monitor progress in achieving a personal

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

<a href="#"><u>HE.912.C.1.5:</u></a>	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases. Remarks/Examples
	Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.
<a href="#"><u>HE.912.C.1.6:</u></a>	Evaluate the relationship between access to health care and health status. Remarks/Examples
	Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.
<a href="#"><u>HE.912.C.1.7:</u></a>	Analyze how heredity and family history can impact personal health. Remarks/Examples
	Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.
<a href="#"><u>HE.912.C.1.8:</u></a>	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors. Remarks/Examples
	Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.
<a href="#"><u>HE.912.C.2.1:</u></a>	Analyze how the family influences the health of individuals. Remarks/Examples
	Nutritional management of meals, composition of and relationships within families, and health-insurance status.
<a href="#"><u>HE.912.C.2.2:</u></a>	Compare how peers influence healthy and unhealthy behaviors. Remarks/Examples
	Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.

<p><a href="#"><u>HE.912.C.2.3:</u></a></p>	<p>Assess how the school and community can affect personal health practice and behaviors. Remarks/Examples</p> <p>Healthier foods, required health education, health screenings, and enforcement of “no tolerance” policies related to all forms of violence, and AED availability and training.</p>
<p><a href="#"><u>HE.912.C.2.4:</u></a></p>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention. Remarks/Examples</p> <p>Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
<p><a href="#"><u>HE.912.C.2.5:</u></a></p>	<p>Evaluate the effect of media on personal and family health. Remarks/Examples</p> <p>Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
<p><a href="#"><u>HE.912.C.2.6:</u></a></p>	<p>Evaluate the impact of technology on personal, family, and community health. Remarks/Examples</p> <p>Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.</p>
<p><a href="#"><u>HE.912.C.2.7:</u></a></p>	<p>Analyze how culture supports and challenges health beliefs, practices, and behaviors. Remarks/Examples</p> <p>Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</p>
<p><a href="#"><u>HE.912.C.2.8:</u></a></p>	<p>Analyze how the perceptions of norms influence healthy and unhealthy behaviors. Remarks/Examples</p> <p>Driving over the speed limit, teen parenting, binge drinking,</p>



	relationships, parenting, health information, environmental practices, and media messages.
<a href="#"><u>HE.912.C.2.9:</u></a>	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. Remarks/Examples Social conformity, self-discipline, and impulse vs. delayed gratification.
<a href="#"><u>HE.912.P.7.1:</u></a>	Analyze the role of individual responsibility in enhancing health. Remarks/Examples Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.
<a href="#"><u>HE.912.P.7.2:</u></a>	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks. Remarks/Examples Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.
<a href="#"><u>HE.912.P.8.1:</u></a>	Demonstrate how to influence and support others in making positive health choices. Remarks/Examples Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.
<a href="#"><u>HE.912.P.8.2:</u></a>	Utilize current, accurate data/information to formulate a health-enhancing message. Remarks/Examples Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.

<a href="#"><u>LACC.910.L.3.6:</u></a>	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<a href="#"><u>LACC.910.RL.2.4:</u></a>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
<a href="#"><u>LACC.910.SL.1.1:</u></a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
<a href="#"><u>LACC.910.W.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
<a href="#"><u>MACC.912.S-MD.2.7:</u></a>	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of

a game).



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# Course: First Aid and Safety- 0800320

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4688.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	First Aid and Safety
<b>Course Number:</b>	0800320
<b>Course Abbreviated Title:</b>	FIRST AID SAFETY
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Health Education</a> <b>SubSubject:</b> <a href="#">General</a>
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	This course provides a basic overview of the causes and preventions of unintentional injuries, appropriate emergency responses to those injuries and crisis response planning. Safety education should include cardiopulmonary resuscitation (CPR) and the use of an automatic external defibrillator (AED), first aid for obstructed airway, and injury prevention.
<b>General Notes:</b>	The content should include, but is not limited to, the following: <ul style="list-style-type: none"><li>• <b>Injury prevention and safety</b><ul style="list-style-type: none"><li>○ Safety promotion</li><li>○ First aid procedures</li><li>○ Adult, child, and infant CPR, and AED procedures</li><li>○ Disaster preparedness</li></ul></li><li>• <b>Environmental health</b> (community resources and services)</li><li>• <b>Community health and consumer health</b> (career and public</li></ul>

	<p>service opportunities)</p> <p><b>Special Notes:</b></p> <p><b>Instructional Practices</b></p> <p>Teaching from a well-written, grade-level textbook enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> <li>1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.</li> <li>2. Making close reading and rereading of texts central to lessons.</li> <li>3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.</li> <li>4. Requiring students to support answers with evidence from the text.</li> <li>5. Providing extensive text-based research and writing opportunities (claims and evidence).</li> </ol> <p>The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year’s grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.</p>
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**STANDARDS (26)**

<b><u><a href="#">HE.912.B.3 Accessing Information - Demonstrate the ability to access valid health information, products, and services to enhance health.</a></u></b>	
<b><u><a href="#">HE.912.B.3.1 :</a></u></b>	Verify the validity of health information, products, and services. Cognitive Complexity: N/A   Date Adopted or Revised: N/A

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

**[HE.912.B.4 Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.](#)**

<b><u><a href="#">HE.912.B.4.1 :</a></u></b>	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</a></p> <p>Remarks/Examples</p> <hr/> <p>Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p> <hr/>
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**[HE.912.B.5 Decision Making - Demonstrate the ability to use decision-making skills to enhance health.](#)**

<b><u><a href="#">HE.912.B.5.1 :</a></u></b>	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</a></p> <p>Remarks/Examples</p> <hr/> <p>Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p> <hr/>
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**[HE.912.B.6 Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.](#)**

<p><b><u>HE.912.B.6.1 :</u></b></p>	<p>Evaluate personal health practices and overall health status to include all dimensions of health.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</a>  Remarks/Examples</p> <hr/> <p>Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.</p>
<p><b><u>HE.912.C.1 Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</u></b></p>	
<p><b><u>HE.912.C.1.4 :</u></b></p>	<p>Propose strategies to reduce or prevent injuries and health problems.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</a>  Remarks/Examples</p> <hr/> <p>Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
<p><b><u>HE.912.C.1.6 :</u></b></p>	<p>Evaluate the relationship between access to health care and health status.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</a>  Remarks/Examples</p> <hr/> <p>Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.</p>
<p><b><u>HE.912.C.1.8 :</u></b></p>	<p>Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</a>  Remarks/Examples</p> <hr/> <p>Risks associated with alcohol abuse, including poison, date rape,</p>



	<p>and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.</p>
<p><b><u><a href="#">HE.912.C.2 Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a></u></b></p>	
<p><b><u>HE.912.C.2.1 :</u></b></p>	<p>Analyze how the family influences the health of individuals.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a>  Remarks/Examples</p> <hr/> <p>Nutritional management of meals, composition of and relationships within families, and health-insurance status.</p>
<p><b><u>HE.912.C.2.2 :</u></b></p>	<p>Compare how peers influence healthy and unhealthy behaviors.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a>  Remarks/Examples</p> <hr/> <p>Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
<p><b><u>HE.912.C.2.3 :</u></b></p>	<p>Assess how the school and community can affect personal health practice and behaviors.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a>  Remarks/Examples</p> <hr/> <p>Healthier foods, required health education, health screenings, and enforcement of “no tolerance” policies related to all forms of violence, and AED availability and training.</p>
<p><b><u>HE.912.C.2.4 :</u></b></p>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a>  Remarks/Examples</p>

	<p>Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
<p><b><u>HE.912.C.2.6 :</u></b></p>	<p>Evaluate the impact of technology on personal, family, and community health.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a>  Remarks/Examples</p> <hr/> <p>Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.</p>
<p><b><u>HE.912.C.2.8 :</u></b></p>	<p>Analyze how the perceptions of norms influence healthy and unhealthy behaviors.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a>  Remarks/Examples</p> <hr/> <p>Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.</p>
<p><b><u>HE.912.P.7 Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.</u></b></p>	
<p><b><u>HE.912.P.7.1 :</u></b></p>	<p>Analyze the role of individual responsibility in enhancing health.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.</a>  Remarks/Examples</p> <hr/> <p>Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.</p>
<p><b><u>HE.912.P.8 Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.</u></b></p>	

<p><b><u>HE.912.P.8.1 :</u></b></p>	<p>Demonstrate how to influence and support others in making positive health choices.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.</a>  Remarks/Examples</p> <hr/> <p>Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.</p>
<p><b><u>HE.912.P.8.2 :</u></b></p>	<p>Utilize current, accurate data/information to formulate a health-enhancing message.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.</a>  Remarks/Examples</p> <hr/> <p>Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.</p>
<p><b><u>HE.912.P.8.3 :</u></b></p>	<p>Work cooperatively as an advocate for improving personal, family, and community health.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.</a>  Remarks/Examples</p> <hr/> <p>Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.</p>
<p><b><u>HE.912.P.8.4 :</u></b></p>	<p>Adapt health messages and communication techniques to a specific target audience.  Cognitive Complexity: N/A   Date Adopted or Revised: N/A  Belongs to: <a href="#">Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.</a>  Remarks/Examples</p> <hr/> <p>Internet safety, disease prevention, health disparities, disaster relief, and CPR/AED training.</p>

## LACC.1112.L.1 Conventions of Standard English

### LACC.1112.L.1.1 :

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

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

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

## LACC.910.L.3 Vocabulary Acquisition and Use

### LACC.910.L.3.4 :

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

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

Belongs to: [Vocabulary Acquisition and Use](#)

### [LACC.910.RST.1 Key Ideas and Details](#)

#### [LACC.910.RST.1.3 :](#)

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

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

Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

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

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

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

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

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

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

### [MACC.912.S-CP.1 Understand independence and conditional probability and use them to interpret data](#)

#### [MACC.912.S-CP.1.5 :](#)

Recognize and explain the concepts of conditional probability and

independence in everyday language and everyday situations. *For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.*

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

Belongs to: [Understand independence and conditional probability and use them to interpret data](#)



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# Course: Executive Internship 2- 0500310

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3882.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Executive Internship 2
<b>Course Number:</b>	0500310
<b>Course Abbreviated Title:</b>	EXEC INTERN 2
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Experiential Education</a> <b>SubSubject:</b> <a href="#">General</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p>The purpose of this course is to supplement the existing curriculum by providing community internships. Students apply textbook learning, leadership skills, and understanding in challenging and creative professional areas.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"><li>• study of a variety of career options</li><li>• written and oral communication skills</li><li>• higher-level thinking skills</li><li>• interpersonal relationship skills</li><li>• factors affecting job performance</li><li>• in-depth research study</li><li>• theories of executive management</li><li>• the influence of unions</li><li>• economic factors affecting free enterprise</li></ul>

- knowledge of professional organizations and their impact
- career planning

## STANDARDS (30)

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

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

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

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

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

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

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

The Common Core Mathematical Practices should be incorporated as appropriate.

### LACC.910.RI.2 Craft and Structure

#### LACC.910.RI.2.4 :

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).



	<p>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Craft and Structure</a></p>
<a href="#">LACC.910.RI.2.5 :</a>	<p>Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).          Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Craft and Structure</a></p>
<a href="#">LACC.910.RI.2.6 :</a>	<p>Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.          Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Craft and Structure</a></p>

**[LACC.910.RI.3 Integration of Knowledge and Ideas](#)**

<a href="#">LACC.910.RI.3.7 :</a>	<p>Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.          Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Integration of Knowledge and Ideas</a></p>
<a href="#">LACC.910.RI.3.8 :</a>	<p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.          Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Integration of Knowledge and Ideas</a></p>

**[LACC.910.RST.1 Key Ideas and Details](#)**

<a href="#">LACC.910.RST.1.2 :</a>	<p>Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.          Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Key Ideas and Details</a></p>
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**[LACC.910.SL.1 Comprehension and Collaboration](#)**

**LACC.910.SL.1.2 :**

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

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

Belongs to: [Comprehension and Collaboration](#)

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

**LACC.910.SL.2.4 :**

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

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

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

**LACC.910.SL.2.5 :**

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

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

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

**LACC.910.W.1 Text Types and Purposes**

**LACC.910.W.1.1a :**

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

Cognitive Complexity: 0 | Date Adopted or Revised: 0

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

**LACC.910.W.1.1b :**

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

Cognitive Complexity: 0 | Date Adopted or Revised: 0

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

**LACC.910.W.1.1c :**

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

	Cognitive Complexity: 0   Date Adopted or Revised: 0 Belongs to: <a href="#">Text Types and Purposes</a>
<a href="#">LACC.910.W.1.1d :</a>	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Cognitive Complexity: 0   Date Adopted or Revised: 0 Belongs to: <a href="#">Text Types and Purposes</a>
<a href="#">LACC.910.W.1.2d :</a>	Use precise language and domain-specific vocabulary to manage the complexity of the topic. Cognitive Complexity: 0   Date Adopted or Revised: 0 Belongs to: <a href="#">Text Types and Purposes</a>

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

<a href="#">LACC.910.W.2.6 :</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Production and Distribution of Writing</a>
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**[LACC.910.W.3 Research to Build and Present Knowledge](#)**

<a href="#">LACC.910.W.3.8 :</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Research to Build and Present Knowledge</a>
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**[PE.912.L.3 Participate regularly in physical activity.](#)**

<a href="#">PE.912.L.3.3 :</a>	Identify a variety of activities that promote effective stress management. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#">Participate regularly in physical activity.</a>
<a href="#">PE.912.L.3.5 :</a>	Identify the community opportunities for participation in a variety of physical activities. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13

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

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

**[PE.912.L.4.3 :](#)**

Identify strategies for setting goals when developing a personal fitness program.

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

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

**[SS.912.A.1 Use research and inquiry skills to analyze American history using primary and secondary sources.](#)**

**[SS.912.A.1.5 :](#)**

Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Use research and inquiry skills to analyze American history using primary and secondary sources.](#)

Remarks/Examples

Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at:

[http://www.fldoe.org/bii/Library\\_Media/pdf/12TotalFINDS.pdf](http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf)

**[SS.912.C.2 Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.](#)**

**[SS.912.C.2.10 :](#)**

Monitor current public issues in Florida.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.](#)

Remarks/Examples

Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.

**[SS.912.C.4 Demonstrate an understanding of contemporary issues in world affairs, and](#)**

**evaluate the role and impact of United States foreign policy.**

**SS.912.C.4.3 :**

Assess human rights policies of the United States and other countries.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy.](#)

**SS.912.E.1 Understand the fundamental concepts relevant to the development of a market economy.**

**SS.912.E.1.5 :**

Compare different forms of business organizations.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Understand the fundamental concepts relevant to the development of a market economy.](#)

Remarks/Examples

Examples are sole proprietorship, partnership, corporation, limited liability corporation.

**SS.912.E.1.9 :**

Describe how the earnings of workers are determined.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Understand the fundamental concepts relevant to the development of a market economy.](#)

Remarks/Examples

Examples are minimum wage, the market value of the product produced, workers' productivity.

**SS.912.E.2 Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.**

**SS.912.E.2.1 :**

Identify and explain broad economic goals.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.](#)

Remarks/Examples

Examples are freedom, efficiency, equity, security, growth, price stability, full employment.

**SS.912.P.12 Cognition Domain/Thinking**

**SS.912.P.12.2 :**

Define processes involved in problem solving and decision making.

	<p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13          Belongs to: <a href="#">Cognition Domain/Thinking</a>          Remarks/Examples</p> <p>Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.</p>
<p><b><u>SS.912.P.12.5 :</u></b></p>	<p>Describe obstacles to decision making.          Cognitive Complexity: N/A   Date Adopted or Revised: 04/13          Belongs to: <a href="#">Cognition Domain/Thinking</a>          Remarks/Examples</p> <p>Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.</p>
<p><b><u>SS.912.P.12.6 :</u></b></p>	<p>Describe obstacles to making good judgments.          Cognitive Complexity: N/A   Date Adopted or Revised: 04/13          Belongs to: <a href="#">Cognition Domain/Thinking</a>          Remarks/Examples</p> <p>Examples may include, but are not limited to, framing and belief perseverance.</p>
<p><b><u>SS.912.P.9 Sociocultural Context Domain/Social Interactions</u></b></p>	
<p><b><u>SS.912.P.9.6 :</u></b></p>	<p>Describe how group dynamics influence behavior.          Cognitive Complexity: N/A   Date Adopted or Revised: 04/13          Belongs to: <a href="#">Sociocultural Context Domain/Social Interactions</a></p>
<p><b><u>SS.912.P.9.7 :</u></b></p>	<p>Discuss how an individual influences group behavior.          Cognitive Complexity: N/A   Date Adopted or Revised: 04/13          Belongs to: <a href="#">Sociocultural Context Domain/Social Interactions</a></p>



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# Course: Executive Internship 1- 0500300

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## BASIC INFORMATION

<b>Course Title:</b>	Executive Internship 1
<b>Course Number:</b>	0500300
<b>Course Abbreviated Title:</b>	EXEC INTERN 1
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Experiential Education</a> <b>SubSubject:</b> <a href="#">General</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p>The purpose of this course is to provide a practical introduction to the work environment through direct contact with professionals in the community.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"><li>• discussion of professional job requirements</li><li>• awareness and knowledge of career opportunities</li><li>• building vocabulary appropriate to the area of professional interest</li><li>• development of decision-making skills</li><li>• development of personal and educational job-related skills</li></ul>

## STANDARDS (16)



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

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

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

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

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

The Common Core Mathematical Practices should be incorporated as appropriate.

### [LACC.910.RI.1 Key Ideas and Details](#)

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

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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

Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

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

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

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

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

Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

#### [LACC.910.RI.2.5 :](#)

Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

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

Adopted or Revised: 12/10

	Belongs to: <a href="#">Craft and Structure</a>
<b><u>LACC.910.RI.2.6 :</u></b>	<p>Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Craft and Structure</a></p>

**LACC.910.RST.3 Integration of Knowledge and Ideas**

<b><u>LACC.910.RST.3.7 :</u></b>	<p>Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Integration of Knowledge and Ideas</a></p>
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**LACC.910.SL.1 Comprehension and Collaboration**

<b><u>LACC.910.SL.1.2 :</u></b>	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Comprehension and Collaboration</a></p>
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**LACC.910.SL.2 Presentation of Knowledge and Ideas**

<b><u>LACC.910.SL.2.4 :</u></b>	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentation of Knowledge and Ideas</a></p>
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<b><u>LACC.910.SL.2.5 :</u></b>	<p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Presentation of Knowledge and Ideas</a></p>
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### [LACC.910.W.1 Text Types and Purposes](#)

#### [LACC.910.W.1.1c :](#)

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Cognitive Complexity: 0 | Date Adopted or Revised: 0

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

#### [LACC.910.W.1.2d :](#)

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Cognitive Complexity: 0 | Date Adopted or Revised: 0

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

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

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

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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

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

#### [LACC.910.W.2.6 :](#)

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

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

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

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

#### [LACC.910.W.3.8 :](#)

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

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

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

### [SS.912.P.12 Cognition Domain/Thinking](#)

<p><b><u>SS.912.P.12.2 :</u></b></p>	<p>Define processes involved in problem solving and decision making.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Cognition Domain/Thinking</a>  Remarks/Examples</p> <hr/> <p>Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.</p>
<p><b><u>SS.912.P.12.5 :</u></b></p>	<p>Describe obstacles to decision making.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Cognition Domain/Thinking</a>  Remarks/Examples</p> <hr/> <p>Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.</p>
<p><b><u>SS.912.P.12.6 :</u></b></p>	<p>Describe obstacles to making good judgments.  Cognitive Complexity: N/A   Date Adopted or Revised: 04/13  Belongs to: <a href="#">Cognition Domain/Thinking</a>  Remarks/Examples</p> <hr/> <p>Examples may include, but are not limited to, framing and belief perseverance.</p>



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

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3904.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Personal, Career, and School Development Skills 4
<b>Course Number:</b>	0500530
<b>Course Abbreviated Title:</b>	PERS,CAR,SCH DEV 4
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Experiential Education</a> <b>SubSubject:</b> <a href="#">General</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p>The purpose of this course is to provide students who have been designated as at-risk of dropping out of high school with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.</p>

	<p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"><li>• refining understandings in areas such as knowledge of self and others</li><li>• development of positive attitudes</li><li>• relationships</li><li>• peer pressure</li><li>• individual responsibility</li><li>• goal setting</li><li>• time management</li><li>• decision making</li><li>• problem solving</li><li>• leadership skills</li><li>• life management skills</li><li>• employability skills</li><li>• career planning</li></ul> <p><b>Special note:</b> This course may be used for dropout prevention.</p>
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## STANDARDS (31)

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

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

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

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

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

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

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

The Common Core Mathematical Practices should be incorporated as appropriate.

**[HE.912.C.2 Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)**

<p><b><u><a href="#">HE.912.C.2.2 :</a></u></b></p>	<p>Compare how peers influence healthy and unhealthy behaviors.            Cognitive Complexity: N/A   Date Adopted or Revised: 04/13            Belongs to: <a href="#">Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a>            Remarks/Examples</p> <p>Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
<p><b><u><a href="#">HE.912.C.2.3 :</a></u></b></p>	<p>Assess how the school and community can affect personal health practice and behaviors.            Cognitive Complexity: N/A   Date Adopted or Revised: 04/13            Belongs to: <a href="#">Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</a>            Remarks/Examples</p> <p>Healthier foods, required health education, health screenings, and enforcement of “no tolerance” policies related to all forms of violence, and AED availability and training.</p>

**[LACC.1112.RH.3 Integration of Knowledge and Ideas](#)**

<p><b><u><a href="#">LACC.1112.RH.3.7 :</a></u></b></p>	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.            Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning   Date Adopted or Revised: 12/10            Belongs to: <a href="#">Integration of Knowledge and Ideas</a></p>
<p><b><u><a href="#">LACC.1112.RH.3.8 :</a></u></b></p>	<p>Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p>

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

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

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

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

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

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

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

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

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

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

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

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

### **LACC.1112.W.1 Text Types and Purposes**

#### **LACC.1112.W.1.1b :**

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

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



## [LACC.1112.W.2 Production and Distribution of Writing](#)

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

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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

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

### [LACC.1112.W.2.6 :](#)

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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

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

## [LACC.1112.W.3 Research to Build and Present Knowledge](#)

### [LACC.1112.W.3.8 :](#)

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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

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

## [LACC.1112.W.4 Range of Writing](#)

### [LACC.1112.W.4.10 :](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

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

Belongs to: [Range of Writing](#)

## [LACC.1112.WHST.2 Production and Distribution of Writing](#)

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

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

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

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

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

<b><u>LACC.1112.WHST.3.9</u></b> :	Draw evidence from informational texts to support analysis, reflection, and research. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Research to Build and Present Knowledge</a>
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**PE.912.C.2 Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.**

<b><u>PE.912.C.2.20</u></b> :	Identify appropriate methods to resolve physical conflict. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#">Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</a>
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**PE.912.L.3 Participate regularly in physical activity.**

<b><u>PE.912.L.3.3</u></b> :	Identify a variety of activities that promote effective stress management. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#">Participate regularly in physical activity.</a>
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**PE.912.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.**

<b><u>PE.912.M.1.5</u></b> :	Apply strategies for self improvement based on individual strengths and needs. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#">Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a>
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**PE.912.R.5 Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.**

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

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

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

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

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

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

Analyze physical activities from which benefits can be derived.

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

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

Remarks/Examples

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

**SS.912.C.2 Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.**

**SS.912.C.2.10 :**

Monitor current public issues in Florida.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.](#)

Remarks/Examples

Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.

**SS.912.C.3 Demonstrate an understanding of the principles, functions, and organization of government.**

**SS.912.C.3.13 :**

Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Demonstrate an understanding of the principles, functions, and organization of government.](#)

Remarks/Examples

Examples are education, transportation, crime prevention, funding of services.

**SS.912.E.1 Understand the fundamental concepts relevant to the development of a market economy.**

**SS.912.E.1.14 :**

Compare credit, savings, and investment services available to the consumer from financial institutions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Understand the fundamental concepts relevant to the development of a market economy.](#)

**SS.912.E.1.16 :**

Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Understand the fundamental concepts relevant to the development of a market economy.](#)

Remarks/Examples

Examples of a career path are university student, trade school student, food service employee, retail employee, laborer, armed forces enlisted personnel.

Examples of a budget plan are housing expenses, furnishing, utilities, food costs, transportation, and personal expenses - medical, clothing, grooming, entertainment and recreation, and gifts and contributions.

Examples of a credit plan are interest rates, credit scores, payment plan.

**SS.912.P.12 Cognition Domain/Thinking**

**SS.912.P.12.2 :**

Define processes involved in problem solving and decision making.

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

Belongs to: [Cognition Domain/Thinking](#)

Remarks/Examples

Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.

**SS.912.P.12.5 :**

Describe obstacles to decision making.

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

Belongs to: [Cognition Domain/Thinking](#)

Remarks/Examples

Examples may include, but are not limited to, confirmation bias,

	counterproductive heuristics, and overconfidence.
<a href="#"><u>SS.912.P.12.6 :</u></a>	Describe obstacles to making good judgments. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#"><u>Cognition Domain/Thinking</u></a> Remarks/Examples Examples may include, but are not limited to, framing and belief perseverance.

**SS.912.P.9 Sociocultural Context Domain/Social Interactions**

<a href="#"><u>SS.912.P.9.6 :</u></a>	Describe how group dynamics influence behavior. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#"><u>Sociocultural Context Domain/Social Interactions</u></a>
<a href="#"><u>SS.912.P.9.7 :</u></a>	Discuss how an individual influences group behavior. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#"><u>Sociocultural Context Domain/Social Interactions</u></a>
<a href="#"><u>SS.912.P.9.8 :</u></a>	Discuss the nature and effects of stereotyping, prejudice, and discrimination. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#"><u>Sociocultural Context Domain/Social Interactions</u></a>

**SS.912.S.8 Individual and Community/Examine the role of the individual as a member of the community; explore both individual and collective behavior.**

<a href="#"><u>SS.912.S.8.9 :</u></a>	Investigate ways that incorrect communications, such as rumors or gossip, can influence group behavior. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#"><u>Individual and Community/Examine the role of the individual as a member of the community; explore both individual and collective behavior.</u></a> Remarks/Examples Examples may include, but are not limited to, Orson Welles “The War of the Worlds” radio broadcast, and rumors in the mass media, on the internet, or in the community.
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# Course: Personal, Career, and School Development Skills 3- 0500520

Direct link to this

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## BASIC INFORMATION

<b>Course Title:</b>	Personal, Career, and School Development Skills 3
<b>Course Number:</b>	0500520
<b>Course Abbreviated Title:</b>	PERS,CAR,SCGH DEV 3
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Experiential Education</a> <b>SubSubject:</b> <a href="#">General</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p>The purpose of this course is to provide students who have been designated as at-risk of dropping out of high school with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.</p>

	<p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> <li>• refining understandings in areas such as knowledge of self and others</li> <li>• development of positive attitudes</li> <li>• relationships</li> <li>• peer pressure</li> <li>• individual responsibility</li> <li>• goal setting</li> <li>• time management</li> <li>• decision making</li> <li>• problem solving</li> <li>• leadership skills</li> <li>• life management skills</li> <li>• employability skills</li> <li>• career planning</li> </ul> <p><b>Special note:</b> This course may be used for dropout prevention.</p>
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## STANDARDS (36)

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

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

The Common Core Mathematical Practices should be incorporated as appropriate.

<p><b><u>HE.912.C.1.1:</u></b></p>	<p>Predict how healthy behaviors can affect health status.</p> <p>Remarks/Examples</p> <p>Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
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<a href="#"><u>HE.912.C.1.3:</u></a>	<p>Evaluate how environment and personal health are interrelated. Remarks/Examples</p> <p>Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p>
<a href="#"><u>HE.912.C.1.7:</u></a>	<p>Analyze how heredity and family history can impact personal health. Remarks/Examples</p> <p>Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.</p>
<a href="#"><u>HE.912.C.2.2:</u></a>	<p>Compare how peers influence healthy and unhealthy behaviors. Remarks/Examples</p> <p>Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
<a href="#"><u>HE.912.C.2.3:</u></a>	<p>Assess how the school and community can affect personal health practice and behaviors. Remarks/Examples</p> <p>Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.</p>
<a href="#"><u>HE.912.P.7.2:</u></a>	<p>Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks. Remarks/Examples</p> <p>Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.</p>
<a href="#"><u>LACC.1112.RI.1.1:</u></a>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>

<a href="#"><u>LACC.1112.RI.2.6:</u></a>	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
<a href="#"><u>LACC.1112.RI.3.7:</u></a>	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
<a href="#"><u>LACC.1112.RI.3.8:</u></a>	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
<a href="#"><u>LACC.1112.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#"><u>LACC.1112.SL.2.4:</u></a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#"><u>LACC.1112.W.1.2f:</u></a>	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<a href="#"><u>LACC.1112.W.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<a href="#"><u>LACC.1112.W.2.5:</u></a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
<a href="#"><u>LACC.1112.W.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<a href="#"><u>LACC.1112.W.3.8:</u></a>	Gather relevant information from multiple authoritative print and

	digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<a href="#"><u>LACC.1112.W.3.9:</u></a>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</li> <li>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</li> </ol>
<a href="#"><u>PE.912.C.2.10:</u></a>	Analyze long-term benefits of regularly participating in physical activity.
<a href="#"><u>PE.912.C.2.20:</u></a>	Identify appropriate methods to resolve physical conflict.
<a href="#"><u>PE.912.L.3.3:</u></a>	Identify a variety of activities that promote effective stress management.
<a href="#"><u>PE.912.L.3.4:</u></a>	Identify the in-school opportunities for participation in a variety of physical activities.
<a href="#"><u>PE.912.L.3.5:</u></a>	Identify the community opportunities for participation in a variety of physical activities.
<a href="#"><u>PE.912.L.4.3:</u></a>	Identify strategies for setting goals when developing a personal fitness program.
<a href="#"><u>PE.912.M.1.5:</u></a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#"><u>PE.912.R.5.1:</u></a>	Describe ways to act independently of peer pressure during physical activities.

<a href="#"><u>PE.912.R.6.1:</u></a>	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
<a href="#"><u>PE.912.R.6.2:</u></a>	Analyze physical activities from which benefits can be derived. Remarks/Examples Some examples of potential benefits are physical, mental, emotional and social.
<a href="#"><u>SS.912.C.2.10:</u></a>	Monitor current public issues in Florida. Remarks/Examples Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
<a href="#"><u>SS.912.C.3.13:</u></a>	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. Remarks/Examples Examples are education, transportation, crime prevention, funding of services.
<a href="#"><u>SS.912.P.12.2:</u></a>	Define processes involved in problem solving and decision making. Remarks/Examples Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.
<a href="#"><u>SS.912.P.12.5:</u></a>	Describe obstacles to decision making. Remarks/Examples Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.
<a href="#"><u>SS.912.P.12.6:</u></a>	Describe obstacles to making good judgments. Remarks/Examples Examples may include, but are not limited to, framing and belief perseverance.
<a href="#"><u>SS.912.P.9.6:</u></a>	Describe how group dynamics influence behavior.
<a href="#"><u>SS.912.P.9.7:</u></a>	Discuss how an individual influences group behavior.

**SS.912.P.9.8:**

Discuss the nature and effects of stereotyping, prejudice, and discrimination.



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

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3899.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Personal, Career, and School Development Skills 2
<b>Course Number:</b>	0500510
<b>Course Abbreviated Title:</b>	PERS,CAR,SCH DEV 2
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Experiential Education</a> <b>SubSubject:</b> <a href="#">General</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p>The purpose of this course is to provide students who have been designated as at-risk of dropping out of high school with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.</p>

	<p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"><li>• refining understandings in areas such as knowledge of self and others</li><li>• development of positive attitudes</li><li>• relationships</li><li>• peer pressure</li><li>• individual responsibility</li><li>• goal setting</li><li>• time management</li><li>• decision making</li><li>• problem solving</li><li>• leadership skills</li><li>• life management skills</li><li>• employability skills</li><li>• career planning</li></ul> <p><b>Special note:</b> This course may be used for dropout prevention.</p>
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## STANDARDS (30)

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

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

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

The Common Core Mathematical Practices should be incorporated as appropriate.

[HE.912.C.1 Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.](#)

**HE.912.C.1.1 :**

Predict how healthy behaviors can affect health status.

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

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

Remarks/Examples

Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.

**HE.912.C.1.3 :**

Evaluate how environment and personal health are interrelated.

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

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

Remarks/Examples

Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.

**HE.912.C.1.7 :**

Analyze how heredity and family history can impact personal health.

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

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

Remarks/Examples

Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.

**HE.912.C.2 Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

**HE.912.C.2.2 :**

Compare how peers influence healthy and unhealthy behaviors.

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

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

Remarks/Examples

Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.



**HE.912.C.2.3 :**

Assess how the school and community can affect personal health practice and behaviors.

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

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

Remarks/Examples

Healthier foods, required health education, health screenings, and enforcement of “no tolerance” policies related to all forms of violence, and AED availability and training.

**HE.912.P.7 Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.**

**HE.912.P.7.2 :**

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

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

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

Remarks/Examples

Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.

**LACC.910.RI.3 Integration of Knowledge and Ideas**

**LACC.910.RI.3.7 :**

Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

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

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

**LACC.910.RI.3.8 :**

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

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

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

### **LACC.910.RST.3 Integration of Knowledge and Ideas**

#### **LACC.910.RST.3.7 :**

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

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

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

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

#### **LACC.910.SL.2.4 :**

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

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

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

### **LACC.910.W.1 Text Types and Purposes**

#### **LACC.910.W.1.1a :**

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

Cognitive Complexity: 0 | Date Adopted or Revised: 0

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

#### **LACC.910.W.1.1b :**

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

Cognitive Complexity: 0 | Date Adopted or Revised: 0

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

### **LACC.910.W.2 Production and Distribution of Writing**

#### **LACC.910.W.2.6 :**

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

	<p>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Production and Distribution of Writing</a></p>
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**[LACC.910.WHST.2 Production and Distribution of Writing](#)**

<b><u>LACC.910.WHST.2.4 :</u></b>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.          Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Production and Distribution of Writing</a></p>
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**[PE.912.C.2 Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.](#)**

<b><u>PE.912.C.2.10 :</u></b>	<p>Analyze long-term benefits of regularly participating in physical activity.          Cognitive Complexity: N/A   Date Adopted or Revised: 04/13          Belongs to: <a href="#">Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</a></p>
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<b><u>PE.912.C.2.20 :</u></b>	<p>Identify appropriate methods to resolve physical conflict.          Cognitive Complexity: N/A   Date Adopted or Revised: 04/13          Belongs to: <a href="#">Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</a></p>
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**[PE.912.L.3 Participate regularly in physical activity.](#)**

<b><u>PE.912.L.3.3 :</u></b>	<p>Identify a variety of activities that promote effective stress management.          Cognitive Complexity: N/A   Date Adopted or Revised: 04/13          Belongs to: <a href="#">Participate regularly in physical activity.</a></p>
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<b><u>PE.912.L.3.4 :</u></b>	<p>Identify the in-school opportunities for participation in a variety of physical activities.          Cognitive Complexity: N/A   Date Adopted or Revised: 04/13          Belongs to: <a href="#">Participate regularly in physical activity.</a></p>
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<b><u>PE.912.L.3.5 :</u></b>	<p>Identify the community opportunities for participation in a variety of physical activities.          Cognitive Complexity: N/A   Date Adopted or Revised: 04/13          Belongs to: <a href="#">Participate regularly in physical activity.</a></p>
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**[PE.912.L.4 Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.](#)**

**[PE.912.L.4.3 :](#)**

Identify strategies for setting goals when developing a personal fitness program.

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

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

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

**[PE.912.M.1.5 :](#)**

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

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

Belongs to: [Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)

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

**[PE.912.R.5.1 :](#)**

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

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

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

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

**[PE.912.R.6.2 :](#)**

Analyze physical activities from which benefits can be derived.

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

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

Remarks/Examples

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

**[SS.912.C.2 Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.](#)**

**[SS.912.C.2.10 :](#)**

Monitor current public issues in Florida.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Evaluate the roles, rights, and responsibilities of United States](#)

	<p><a href="#">citizens and determine methods of active participation in society, government, and the political system.</a></p> <p>Remarks/Examples</p> <p>Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
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**[SS.912.C.3 Demonstrate an understanding of the principles, functions, and organization of government.](#)**

<b><u><a href="#">SS.912.C.3.13 :</a></u></b>	<p>Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/08</p> <p>Belongs to: <a href="#">Demonstrate an understanding of the principles, functions, and organization of government.</a></p> <p>Remarks/Examples</p> <p>Examples are education, transportation, crime prevention, funding of services.</p>
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**[SS.912.P.12 Cognition Domain/Thinking](#)**

<b><u><a href="#">SS.912.P.12.2 :</a></u></b>	<p>Define processes involved in problem solving and decision making.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#">Cognition Domain/Thinking</a></p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.</p>
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<b><u><a href="#">SS.912.P.12.5 :</a></u></b>	<p>Describe obstacles to decision making.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#">Cognition Domain/Thinking</a></p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.</p>
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<b><u><a href="#">SS.912.P.12.6 :</a></u></b>	<p>Describe obstacles to making good judgments.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13</p> <p>Belongs to: <a href="#">Cognition Domain/Thinking</a></p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, framing and belief</p>
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	perseverance.
<b><u>SS.912.P.9 Sociocultural Context Domain/Social Interactions</u></b>	
<b><u>SS.912.P.9.6 :</u></b>	Describe how group dynamics influence behavior. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#">Sociocultural Context Domain/Social Interactions</a>
<b><u>SS.912.P.9.7 :</u></b>	Discuss how an individual influences group behavior. Cognitive Complexity: N/A   Date Adopted or Revised: 04/13 Belongs to: <a href="#">Sociocultural Context Domain/Social Interactions</a>



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

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3897.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Personal, Career, and School Development Skills 1
<b>Course Number:</b>	0500500
<b>Course Abbreviated Title:</b>	PERS,CAR,SCH DEV 1
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Experiential Education</a> <b>SubSubject:</b> <a href="#">General</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p>The purpose of this course is to provide students who have been designated as at-risk of dropping out of high school with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.</p>

	<p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> <li>• knowledge of self and others</li> <li>• development of positive attitudes</li> <li>• family relationships</li> <li>• peer pressure</li> <li>• individual responsibility</li> <li>• goal setting</li> <li>• time management</li> <li>• decision making</li> <li>• problem solving</li> <li>• leadership skills</li> <li>• life management skills</li> <li>• employability skills</li> <li>• career planning</li> </ul> <p><b>Special Note:</b> This course may be used for dropout prevention.</p>
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## STANDARDS (30)

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

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

The Common Core Mathematical Practices should be incorporated as appropriate.

<a href="#"><u>HE.912.C.1.1:</u></a>	<p>Predict how healthy behaviors can affect health status.</p> <p>Remarks/Examples</p> <p>Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
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<p><a href="#"><u>HE.912.C.1.3:</u></a></p>	<p>Evaluate how environment and personal health are interrelated. Remarks/Examples</p> <p>Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p>
<p><a href="#"><u>HE.912.C.1.8:</u></a></p>	<p>Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors. Remarks/Examples</p> <p>Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.</p>
<p><a href="#"><u>HE.912.C.2.2:</u></a></p>	<p>Compare how peers influence healthy and unhealthy behaviors. Remarks/Examples</p> <p>Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
<p><a href="#"><u>HE.912.P.7.2:</u></a></p>	<p>Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks. Remarks/Examples</p> <p>Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.</p>
<p><a href="#"><u>LACC.910.RI.3.7:</u></a></p>	<p>Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p>
<p><a href="#"><u>LACC.910.RI.3.8:</u></a></p>	<p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>
<p><a href="#"><u>LACC.910.RST.3.7:</u></a></p>	<p>Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an</p>

	equation) into words.
<a href="#"><u>LACC.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LACC.910.W.1.1a:</u></a>	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
<a href="#"><u>LACC.910.W.1.1b:</u></a>	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
<a href="#"><u>LACC.910.W.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
<a href="#"><u>SS.912.P.9.7:</u></a>	Discuss how an individual influences group behavior.
<a href="#"><u>LACC.910.W.3.9:</u></a>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</li> <li>b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</li> </ol>
<a href="#"><u>LACC.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>PE.912.C.2.10:</u></a>	Analyze long-term benefits of regularly participating in physical activity.
<a href="#"><u>PE.912.C.2.20:</u></a>	Identify appropriate methods to resolve physical conflict.

<a href="#"><u>PE.912.L.3.3:</u></a>	Identify a variety of activities that promote effective stress management.
<a href="#"><u>PE.912.L.3.5:</u></a>	Identify the community opportunities for participation in a variety of physical activities.
<a href="#"><u>PE.912.L.4.3:</u></a>	Identify strategies for setting goals when developing a personal fitness program.
<a href="#"><u>PE.912.L.4.5:</u></a>	Apply the principles of training to personal fitness goals. Remarks/Examples
	Some examples of training principles are overload, specificity and progression.
<a href="#"><u>PE.912.M.1.5:</u></a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#"><u>PE.912.R.5.1:</u></a>	Describe ways to act independently of peer pressure during physical activities.
<a href="#"><u>PE.912.R.6.1:</u></a>	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
<a href="#"><u>PE.912.R.6.2:</u></a>	Analyze physical activities from which benefits can be derived. Remarks/Examples
	Some examples of potential benefits are physical, mental, emotional and social.
<a href="#"><u>SS.912.C.2.10:</u></a>	Monitor current public issues in Florida. Remarks/Examples
	Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
<a href="#"><u>SS.912.P.12.2:</u></a>	Define processes involved in problem solving and decision making. Remarks/Examples
	Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.
<a href="#"><u>SS.912.P.12.5:</u></a>	Describe obstacles to decision making. Remarks/Examples

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



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# Course: Voluntary Public Service- 0500370

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3895.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Voluntary Public Service
<b>Course Number:</b>	0500370
<b>Course Abbreviated Title:</b>	VOL PUB SERV
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Experiential Education</a> <b>SubSubject:</b> <a href="#">General</a>
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p>The purpose of this course is to develop an appreciation of the concept of service to the community and to develop skills necessary to evaluate the impact of service to others.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"><li>• identification of school community based needs</li><li>• organized response to identified needs</li><li>• the opportunity to examine and explore public service occupations and information regarding specific employment opportunities available</li><li>• methods that require students to identify, organize, and use resources appropriately</li><li>• interpersonal relationships and improved personal growth</li><li>• the ability to acquire and use information -an understanding of social, organizational, and technological systems</li><li>• acquiring skills to work with a variety of tools and equipment.</li></ul>

	<ul style="list-style-type: none"> <li>• improve personal qualities and higher-order thinking skills.</li> <li>• development and implementation of a personal plan for involvement in school or community service</li> </ul>
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**STANDARDS (28)**

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

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

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

The Common Core Mathematical Practices should be incorporated as appropriate.

<b><u><a href="#">HE.912.B.3 Demonstrate the ability to use decision-making skills to enhance health.</a></u></b>	
<b><u><a href="#">HE.912.B.3.6 :</a></u></b>	<p>Employ the healthiest choice when considering all factors in making a decision.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/08</p> <p>Belongs to: <a href="#">Demonstrate the ability to use decision-making skills to enhance health.</a></p> <p>Remarks/Examples</p> <p>Some examples may include spring break activity, ride home from a party, refusal to drink with friends, child care, individual and societal responsibilities for the protection of health, and investigate health-related community resources.</p>
<b><u><a href="#">HE.912.B.4 Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</a></u></b>	
<b><u><a href="#">HE.912.B.4.3 :</a></u></b>	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Interpersonal Communication - Demonstrate the ability to use</a></p>

	<p><a href="#">interpersonal-communication skills to enhance health and avoid or reduce health risks.</a></p> <p>Remarks/Examples</p> <p>Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
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**[HE.912.B.5 Decision Making - Demonstrate the ability to use decision-making skills to enhance health.](#)**

<b><u>HE.912.B.5.3 :</u></b>	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: N/A</p> <p>Belongs to: <a href="#">Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</a></p> <p>Remarks/Examples</p> <p>Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.</p>
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**[LACC.1112.RI.3 Integration of Knowledge and Ideas](#)**

<b><u>LACC.1112.RI.3.7 :</u></b>	<p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Integration of Knowledge and Ideas</a></p>
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**[LACC.910.RI.2 Craft and Structure](#)**

<b><u>LACC.910.RI.2.6 :</u></b>	<p>Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Craft and Structure</a></p>
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**[LACC.910.RI.3 Integration of Knowledge and Ideas](#)**

<b><u>LACC.910.RI.3.7 :</u></b>	<p>Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia),</p>
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	<p>determining which details are emphasized in each account.  Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Integration of Knowledge and Ideas</a></p>
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<p><b><u>LACC.910.RI.3.8 :</u></b></p>	<p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.  Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Integration of Knowledge and Ideas</a></p>
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**LACC.910.RST.3 Integration of Knowledge and Ideas**

<p><b><u>LACC.910.RST.3.9 :</u></b></p>	<p>Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.  Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Integration of Knowledge and Ideas</a></p>
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**LACC.910.SL.2 Presentation of Knowledge and Ideas**

<p><b><u>LACC.910.SL.2.4 :</u></b></p>	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.  Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Presentation of Knowledge and Ideas</a></p>
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<p><b><u>LACC.910.SL.2.5 :</u></b></p>	<p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.  Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Presentation of Knowledge and Ideas</a></p>
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**LACC.910.W.1 Text Types and Purposes**

<p><b><u>LACC.910.W.1.1b :</u></b></p>	<p>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and</p>
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concerns.

Cognitive Complexity: 0 | Date Adopted or Revised: 0

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

### **LACC.910.W.2 Production and Distribution of Writing**

#### **LACC.910.W.2.4 :**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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

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

#### **LACC.910.W.2.6 :**

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

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

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

### **LACC.910.W.3 Research to Build and Present Knowledge**

#### **LACC.910.W.3.7 :**

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

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

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

#### **LACC.910.W.3.8 :**

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

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

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

#### **LACC.910.W.3.9 :**

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

- a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
- b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

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

**LACC.910.WHST.1 Text Types and Purposes**

**LACC.910.WHST.1.1b**  
:

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.

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

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

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

Identify a variety of activities that promote effective stress management.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13  
 Belongs to: [Participate regularly in physical activity.](#)

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

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

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13  
 Belongs to: [Participate regularly in physical activity.](#)

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

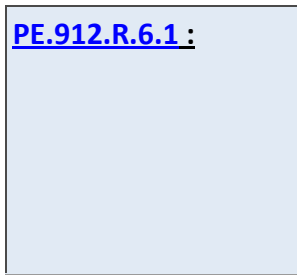
**PE.912.R.5.1** :

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



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

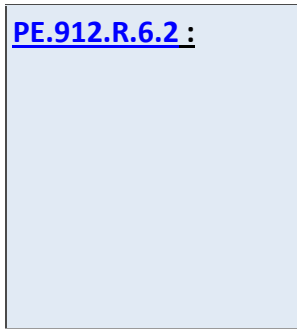
**[PE.912.R.6 Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.](#)**



**[PE.912.R.6.1 :](#)**

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

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13  
 Belongs to: [Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.](#)



**[PE.912.R.6.2 :](#)**

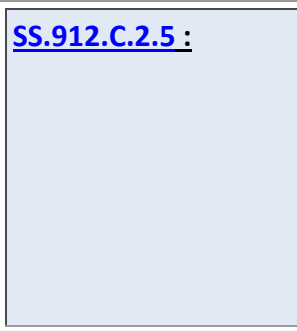
Analyze physical activities from which benefits can be derived.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13  
 Belongs to: [Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.](#)

Remarks/Examples

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

**[SS.912.C.2 Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.](#)**



**[SS.912.C.2.5 :](#)**

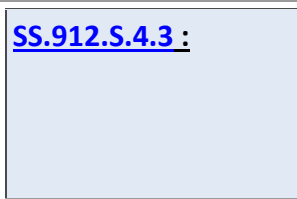
Conduct a service project to further the public good.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08  
 Belongs to: [Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.](#)

Remarks/Examples

Examples are school, community, state, national, international.

**[SS.912.S.4 Social Groups/Explore the impacts of social groups on individual and group behavior.](#)**



**[SS.912.S.4.3 :](#)**

Examine the ways that groups function, such as roles, interactions and leadership.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13  
 Belongs to: [Social Groups/Explore the impacts of social groups on individual and group behavior.](#)

**SS.912.S.4.9 :**

Discuss how formal organizations influence behavior of their members.

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

Belongs to: [Social Groups/Explore the impacts of social groups on individual and group behavior.](#)

Remarks/Examples

Examples may include, but are not limited to, churches, synagogues, and mosques, political parties, and fraternal organizations.

**SS.912.S.5 Social Institutions/Identify the effects of social institutions on individual and group behavior.**

**SS.912.S.5.10 :**

Demonstrate democratic approaches to managing disagreements and solving conflicts within a social institution.

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

Belongs to: [Social Institutions/Identify the effects of social institutions on individual and group behavior.](#)

Remarks/Examples

Examples may include, but are not limited to, persuasion, compromise, debate, and negotiation.

**SS.912.S.7 Social Problems/Analyze a range of social problems in today's world.**

**SS.912.S.7.4 :**

Discuss the implications of social problems for society.

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

Belongs to: [Social Problems/Analyze a range of social problems in today's world.](#)

Remarks/Examples

Examples may include, but are not limited to, drug addiction, child abuse, school dropout rates, and unemployment.

**SS.912.S.7.6 :**

Evaluate possible solutions to resolving social problems and the consequences that might result from those solutions.

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

Belongs to: [Social Problems/Analyze a range of social problems in today's world.](#)



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# Course: Executive Internship 4- 0500330

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## BASIC INFORMATION

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

## STANDARDS (30)

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

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

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

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

The Common Core Mathematical Practices should be incorporated as appropriate.

<a href="#"><u>LACC.1112.RI.1.1:</u></a>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
<a href="#"><u>LACC.1112.RI.3.7:</u></a>	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
<a href="#"><u>LACC.1112.RST.3.7:</u></a>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
<a href="#"><u>LACC.1112.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#"><u>LACC.1112.SL.2.4:</u></a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#"><u>LACC.1112.SI.2.5:</u></a>	Make strategic use of digital media (e.g., textual, graphical, audio,

	visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<a href="#"><u>LACC.1112.W.1.1b:</u></a>	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
<a href="#"><u>LACC.1112.W.1.2a:</u></a>	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
<a href="#"><u>LACC.1112.W.1.2b:</u></a>	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
<a href="#"><u>LACC.1112.W.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<a href="#"><u>LACC.1112.W.2.5:</u></a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
<a href="#"><u>LACC.1112.W.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<a href="#"><u>SS.912.C.3.11:</u></a>	Contrast how the Constitution safeguards and limits individual rights.
<a href="#"><u>LACC.1112.W.3.8:</u></a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<a href="#"><u>LACC.1112.W.3.9:</u></a>	Draw evidence from literary or informational texts to support analysis, reflection, and research.



	<p>a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>
<p><a href="#"><u>LACC.1112.WHST1.1a:</u></a></p>	<p>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p>
<p><a href="#"><u>LACC.1112.WHST1.2d:</u></a></p>	<p>Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p>
<p><a href="#"><u>LACC.1112.WHST1.2e:</u></a></p>	<p>Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>
<p><a href="#"><u>PE.912.C.2.20:</u></a></p>	<p>Identify appropriate methods to resolve physical conflict.</p>
<p><a href="#"><u>PE.912.L.3.3:</u></a></p>	<p>Identify a variety of activities that promote effective stress management.</p>
<p><a href="#"><u>PE.912.M.1.5:</u></a></p>	<p>Apply strategies for self improvement based on individual strengths and needs.</p>
<p><a href="#"><u>SS.912.A.1.5:</u></a></p>	<p>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. Remarks/Examples</p> <hr/> <p>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible</p>

	at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a>
<a href="#">SS.912.A.1.6:</a>	Use case studies to explore social, political, legal, and economic relationships in history.
<a href="#">SS.912.C.2.10:</a>	Monitor current public issues in Florida. Remarks/Examples Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
<a href="#">SS.912.C.2.11:</a>	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
<a href="#">SS.912.C.2.13:</a>	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal. Remarks/Examples Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.
<a href="#">SS.912.C.3.13:</a>	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. Remarks/Examples Examples are education, transportation, crime prevention, funding of services.
<a href="#">SS.912.E.1.5:</a>	Compare different forms of business organizations. Remarks/Examples Examples are sole proprietorship, partnership, corporation, limited liability corporation.
<a href="#">SS.912.E.1.9:</a>	Describe how the earnings of workers are determined. Remarks/Examples Examples are minimum wage, the market value of the product produced, workers' productivity.

**SS.912.E.2.2:**

Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.



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# Course: Executive Internship 3- 0500320

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3884.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Executive Internship 3
<b>Course Number:</b>	0500320
<b>Course Abbreviated Title:</b>	EXEC INTERN 3
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Experiential Education</a> <b>SubSubject:</b> <a href="#">General</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	<p>The purpose of this course is to further refine and apply technical skills and competencies for leadership within specific professional areas.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"><li>• more intensive study of a variety of career options</li><li>• written and oral communication skills</li><li>• higher level thinking skills</li><li>• interpersonal relationship skills</li><li>• factors affecting job performance</li><li>• in-depth research study</li><li>• theories of executive management</li><li>• the influence of unions</li><li>• economic factors affecting free enterprise</li><li>• knowledge of professional organizations and their impact</li><li>• career planning</li></ul>

## STANDARDS (37)

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

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

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

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

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

The Common Core Mathematical Practices should be incorporated as appropriate.

<a href="#"><u>LACC.1112.RI.1.1:</u></a>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
<a href="#"><u>LACC.1112.RI.2.6:</u></a>	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
<a href="#"><u>LACC.1112.RI.3.7:</u></a>	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
<a href="#"><u>LACC.1112.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#"><u>LACC.1112.SL.2.4:</u></a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed,

	and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#"><u>LACC.1112.SL.2.5:</u></a>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<a href="#"><u>LACC.1112.W.1.1a:</u></a>	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
<a href="#"><u>LACC.1112.W.1.1b:</u></a>	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
<a href="#"><u>LACC.1112.W.1.1e:</u></a>	Provide a concluding statement or section that follows from and supports the argument presented.
<a href="#"><u>LACC.1112.W.2.5:</u></a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
<a href="#"><u>LACC.1112.W.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<a href="#"><u>LACC.1112.W.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LACC.1112.W.3.8:</u></a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<a href="#"><u>LACC.1112.W.3.9:</u></a>	Draw evidence from literary or informational texts to support

	<p>analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</li> <li>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</li> </ol>
<a href="#"><u>LACC.1112.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>LACC.1112.WHST1.2c:</u></a>	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
<a href="#"><u>PE.912.C.2.20:</u></a>	Identify appropriate methods to resolve physical conflict.
<a href="#"><u>PE.912.L.3.3:</u></a>	Identify a variety of activities that promote effective stress management.
<a href="#"><u>PE.912.M.1.5:</u></a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#"><u>SS.912.A.1.5:</u></a>	<p>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.</p> <p>Remarks/Examples</p> <hr/> <p>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a></p> <hr/>
<a href="#"><u>SS.912.A.3.10:</u></a>	<p>Review different economic and philosophic ideologies.</p> <p>Remarks/Examples</p>

	<p>Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.</p>
<a href="#"><u>SS.912.A.7.14:</u></a>	<p>Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns). Remarks/Examples</p> <p>Examples may include, but are not limited to, NAFTA, World Trade Organization.</p>
<a href="#"><u>SS.912.C.2.10:</u></a>	<p>Monitor current public issues in Florida. Remarks/Examples</p> <p>Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
<a href="#"><u>SS.912.C.2.11:</u></a>	<p>Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.</p>
<a href="#"><u>SS.912.C.2.13:</u></a>	<p>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal. Remarks/Examples</p> <p>Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</p>
<a href="#"><u>SS.912.C.2.9:</u></a>	<p>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. Remarks/Examples</p> <p>Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.</p>
<a href="#"><u>SS.912.C.3.13:</u></a>	<p>Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. Remarks/Examples</p> <p>Examples are education, transportation, crime prevention, funding of services.</p>



<a href="#"><u>SS.912.E.1.5:</u></a>	<p>Compare different forms of business organizations. Remarks/Examples</p> <p>Examples are sole proprietorship, partnership, corporation, limited liability corporation.</p>
<a href="#"><u>SS.912.E.1.9:</u></a>	<p>Describe how the earnings of workers are determined. Remarks/Examples</p> <p>Examples are minimum wage, the market value of the product produced, workers' productivity.</p>
<a href="#"><u>SS.912.G.4.1:</u></a>	<p>Interpret population growth and other demographic data for any given place.</p>
<a href="#"><u>SS.912.P.12.2:</u></a>	<p>Define processes involved in problem solving and decision making. Remarks/Examples</p> <p>Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.</p>
<a href="#"><u>SS.912.P.12.5:</u></a>	<p>Describe obstacles to decision making. Remarks/Examples</p> <p>Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.</p>
<a href="#"><u>SS.912.P.12.6:</u></a>	<p>Describe obstacles to making good judgments. Remarks/Examples</p> <p>Examples may include, but are not limited to, framing and belief perseverance.</p>
<a href="#"><u>SS.912.P.9.6:</u></a>	<p>Describe how group dynamics influence behavior.</p>
<a href="#"><u>SS.912.P.9.7:</u></a>	<p>Discuss how an individual influences group behavior.</p>
<a href="#"><u>SS.912.P.9.8:</u></a>	<p>Discuss the nature and effects of stereotyping, prejudice, and discrimination.</p>
<a href="#"><u>SS.912.W.1.3:</u></a>	<p>Interpret and evaluate primary and secondary sources. Remarks/Examples</p> <p>Examples are artifacts, images, auditory and written sources.</p>

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	<p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13          Belongs to: <a href="#">Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</a></p> <p>Remarks/Examples</p> <p>Some examples are video analysis and checklist.</p>
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**[PE.912.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)**

<b><u><a href="#">PE.912.M.1.5 :</a></u></b>	<p>Apply strategies for self improvement based on individual strengths and needs.          Cognitive Complexity: N/A   Date Adopted or Revised: 04/13          Belongs to: <a href="#">Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a></p>
<b><u><a href="#">PE.912.M.1.8 :</a></u></b>	<p>Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.          Cognitive Complexity: N/A   Date Adopted or Revised: 04/13          Belongs to: <a href="#">Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a></p>

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

<b><u><a href="#">TH.912.C.1.1 :</a></u></b>	<p>Devise an original work based on a global issue that explores various solutions to a problem.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</a></p> <p>Remarks/Examples</p> <p>e.g., global warming, AIDS, food shortage, genocide</p>
<b><u><a href="#">TH.912.C.1.2 :</a></u></b>	<p>Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</a></p> <p>Remarks/Examples</p> <p>e.g., physical, vocal, emotional</p>

<b><u>TH.912.C.1.3 :</u></b>	<p>Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</a></p>
<b><u>TH.912.C.1.5 :</u></b>	<p>Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</a></p>
<b><u>TH.912.C.1.6 :</u></b>	<p>Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</a></p>
<b><u>TH.912.C.1.7 :</u></b>	<p>Justify personal perceptions of a director’s vision and/or playwright’s intent.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</a></p>
<b><u>TH.912.C.1.8 :</u></b>	<p>Apply the components of aesthetics and criticism to a theatrical performance or design.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</a></p> <p>Remarks/Examples</p> <hr/> <p>e.g., description, interpretation, judgment, theorizing</p>
<p><b><u>TH.912.C.2 Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</u></b></p>	
<b><u>TH.912.C.2.2 :</u></b>	<p>Construct imaginative, complex scripts and revise them in collaboration with actors to convey story and meaning to an audience.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</a></p> <p>Remarks/Examples</p> <hr/> <p>e.g., multiple characters, multiple settings, multiple time periods</p>

<p><b><u>TH.912.C.2.4 :</u></b></p>	<p>Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</a></p>
<p><b><u>TH.912.C.2.5 :</u></b></p>	<p>Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</a></p>
<p><b><u>TH.912.C.2.6 :</u></b></p>	<p>Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</a></p>
<p><b><u>TH.912.C.2.7 :</u></b></p>	<p>Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</a></p>
<p><b><u>TH.912.C.2.8 :</u></b></p>	<p>Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</a></p> <p>Remarks/Examples</p> <p>e.g., peer assessment, rubric, criteria, coaching, feedback, criticism</p>
<p><b><u>TH.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</u></b></p>	
<p><b><u>TH.912.C.3.1 :</u></b></p>	<p>Explore commonalities between works of theatre and other performance media.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</a></p> <p>Remarks/Examples</p> <p>e.g., dance, mime, movies, street theatre, poetry reading</p>

**TH.912.C.3.2 :**

Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

**TH.912.C.3.3 :**

Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

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

**TH.912.F.1.1 :**

Synthesize research, analysis, and imagination to create believable characters and settings.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

Remarks/Examples

e.g., scenery, costumes, props

**TH.912.F.1.3 :**

Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

**TH.912.F.1.4 :**

Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

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

**TH.912.F.2.1 :**

Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

	<p>Remarks/Examples</p> <p>e.g., body of work, references, résumé, artist statement</p>
<p><b><u>TH.912.F.2.4 :</u></b></p>	<p>Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Careers in and related to the arts significantly and positively impact local and global economies.</a></p>
<p><b><u>TH.912.F.2.5 :</u></b></p>	<p>Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Careers in and related to the arts significantly and positively impact local and global economies.</a></p>
<p><b><u>TH.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</u></b></p>	
<p><b><u>TH.912.F.3.1 :</u></b></p>	<p>Analyze and identify the functions of a successful system of business management for a theatre company and compare them to the systems found in a successful business management system.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</a></p> <p>Remarks/Examples</p> <p>e.g., leadership, financial needs and structure, marketing, personnel matters</p>
<p><b><u>TH.912.F.3.2 :</u></b></p>	<p>Develop a production budget for a hypothetical performance, using real-world numbers, and determine how much to charge the audience in order to cover costs.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</a></p>
<p><b><u>TH.912.F.3.3 :</u></b></p>	<p>Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</a></p>
<p><b><u>TH.912.F.3.6 :</u></b></p>	<p>Examine how skills used in putting on a production can be applied</p>

	<p>in the general work place and design a résumé showing marketable skills for a college or job application.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</a>  Remarks/Examples  e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting</p>
<p><b><u>TH.912.F.3.8 :</u></b></p>	<p>Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</a></p>
<p><b><u>TH.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).</u></b></p>	
<p><b><u>TH.912.H.1.1 :</u></b></p>	<p>Analyze how playwrights’ work reflects the cultural and socio-political framework in which it was created.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a></p>
<p><b><u>TH.912.H.1.2 :</u></b></p>	<p>Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one’s perspective of the world.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a></p>
<p><b><u>TH.912.H.1.3 :</u></b></p>	<p>Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a></p>
<p><b><u>TH.912.H.1.4 :</u></b></p>	<p>Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a></p>
<p><b><u>TH.912.H.1.5 :</u></b></p>	<p>Respect the rights of performers and audience members to</p>



perform or view controversial work with sensitivity to school and community standards.

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

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

**TH.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.**

**TH.912.H.2.1 :**

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

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

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

**TH.912.H.2.10 :**

Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.

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

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

**TH.912.H.2.3 :**

Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.

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

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

**TH.912.H.2.4 :**

Research the intent of, and critical reaction to, artists in history who created groundbreaking, innovative, or controversial works.

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

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

**TH.912.H.2.5 :**

Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.

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

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

**TH.912.H.2.7 :**

Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.

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

	Belongs to: <a href="#">The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</a>
<b><u>TH.912.H.2.9 :</u></b>	<p>Create scenes that satirize current political or social events.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</a></p> <p>Remarks/Examples</p> <p>e.g., improvise, script, perform</p>
<b><u>TH.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</u></b>	
<b><u>TH.912.H.3.1 :</u></b>	<p>Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</a></p> <p>Remarks/Examples</p> <p>e.g., time management, interpersonal skills, making priorities</p>
<b><u>TH.912.H.3.2 :</u></b>	<p>Compare the applications of various art forms used in theatre production.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</a></p>
<b><u>TH.912.H.3.3 :</u></b>	<p>Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</a></p> <p>Remarks/Examples</p> <p>e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages</p>
<b><u>TH.912.H.3.4 :</u></b>	<p>Create a routine of wellness and care for the actor's physical being as a performance instrument.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</a></p>

**[TH.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)**

**[TH.912.O.1.1 :](#)**

Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.

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

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

Remarks/Examples

e.g., beats, actions, subtext

**[TH.912.O.1.2 :](#)**

Compare the conventions of western theatre with eastern theatre practices.

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

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

Remarks/Examples

e.g., puppetry, masks, stage space, symbolism

**[TH.912.O.1.3 :](#)**

Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.

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

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

**[TH.912.O.1.4 :](#)**

Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions.

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

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

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

**[TH.912.O.2.1 :](#)**

Apply the principles of dramatic structure to the writing of a one-act play.

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

Belongs to: [The structural rules and conventions of an art form serve as both a](#)

	<a href="#">foundation and departure point for creativity.</a>
<b><u>TH.912.O.2.2 :</u></b>	<p>Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</a></p>
<b><u>TH.912.O.2.3 :</u></b>	<p>Create a non-traditional scenic or costume design of a classical play that visually connects it to another time period.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</a></p> <p>Remarks/Examples</p> <p>e.g., Shakespeare, classical Greek</p>
<b><u>TH.912.O.2.4 :</u></b>	<p>Construct and perform a pantomime of a complete story, showing a full character arc.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</a></p>
<b><u>TH.912.O.2.5 :</u></b>	<p>Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</a></p> <p>Remarks/Examples</p> <p>e.g., playwrights, performers, directors, producers, designers</p>
<b><u>TH.912.O.2.6 :</u></b>	<p>Deconstruct a play, using an established theory, to understand its dramatic structure.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</a></p> <p>Remarks/Examples</p> <p>e.g., Aristotle's Poetics</p>
<b><u>TH.912.O.2.7 :</u></b>	<p>Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences.</p>

	Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</a>
	Remarks/Examples
	e.g., audience, writing, space, design

**[TH.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)**

<b><u>TH.912.O.3.1 :</u></b>	Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</a>
	Remarks/Examples
	e.g., correct terminology, plots, production meetings, headset etiquette

<b><u>TH.912.O.3.4 :</u></b>	Create a performance piece to document a significant issue or event. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</a>
	Remarks/Examples
	e.g., pantomime, improvisation, scene, monologue

<b><u>TH.912.O.3.5 :</u></b>	Design technical elements to document the progression of a character, plot, or theme. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</a>
	Remarks/Examples

<b><u>TH.912.O.3.7 :</u></b>	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</a>
	Remarks/Examples
	e.g., body language, pantomime, blocking, staging, design

elements, characterization, subtext, physical characterization

**[TH.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)**

**TH.912.S.1.2 :**

Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.

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

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

**TH.912.S.1.3 :**

Develop criteria that may be applied to the selection and performance of theatrical work.

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

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

Remarks/Examples

e.g., appropriate to available actors, budget, venue, appropriate to community values

**TH.912.S.1.4 :**

Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.

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

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

Remarks/Examples

e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues

**TH.912.S.1.5 :**

Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.

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

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

**TH.912.S.1.6 :**

Respond appropriately to directorial choices for improvised and scripted scenes.

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

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

**TH.912.S.1.7 :**

Interpret dramatic texts, organize and conduct rehearsals, and justify directorial choices for formal and informal productions.

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

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

Remarks/Examples

e.g., blocking, pacing, mood, concept, style

**TH.912.S.1.8 :**

Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.

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

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

Remarks/Examples

e.g., cultural, historical, symbolic, interpretive

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

**TH.912.S.2.2 :**

Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.

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

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

Remarks/Examples

e.g., tools, ladders, paint, sewing machines, dyes, cosmetics

**TH.912.S.2.3 :**

Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.

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

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

Remarks/Examples

e.g., relationships, wants, needs, motivations

<p><b><u>TH.912.S.2.5 :</u></b></p>	<p>Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a></p>
<p><b><u>TH.912.S.2.6 :</u></b></p>	<p>Transfer acting and technical skills and techniques from one piece of dramatic text to another.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a></p>
<p><b><u>TH.912.S.2.7 :</u></b></p>	<p>Create a prompt book to organize dramaturgy, blocking, and play analysis to demonstrate understanding of the production process and the job responsibilities of a director or stage manager.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a></p>
<p><b><u>TH.912.S.2.8 :</u></b></p>	<p>Strengthen acting skills by engaging in theatre games and improvisations.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a></p> <p>Remarks/Examples</p> <p>e.g., concentration, observation, imagination, sense memory, listening, reacting</p>
<p><b><u>TH.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</u></b></p>	
<p><b><u>TH.912.S.3.1 :</u></b></p>	<p>Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a></p>
<p><b><u>TH.912.S.3.2 :</u></b></p>	<p>Exercise artistic discipline and collaboration to achieve ensemble in</p>



	<p>rehearsal and performance.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a></p>
<b><u>TH.912.S.3.4 :</u></b>	<p>Apply scientific and technological advances to develop visual and aural design elements that complement the interpretation of the text.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a></p>
<b><u>TH.912.S.3.7 :</u></b>	<p>Demonstrate the audition process by researching and selecting monologues and presenting a memorized selection.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a></p>
<b><u>TH.912.S.3.8 :</u></b>	<p>Direct a scene or one-act play.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a></p>
<b><u>TH.912.S.3.9 :</u></b>	<p>Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a></p>



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# Course: Theatre, Cinema and Film Production-0400660

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4214.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Theatre, Cinema and Film Production
<b>Course Number:</b>	0400660
<b>Course Abbreviated Title:</b>	THEA CIN & FILM PROD
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Drama - Theatre Arts</a> <b>SubSubject:</b> <a href="#">General</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	In Theatre, Cinema, and Film Production, a one-credit course, students explore the elements of film and cinematic techniques used by those who create movies. Students study the techniques in film that serve the story and articulate the theme. Students also prepare a comparative for theatre, film, and literature. Public performances may serve as a resource for specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or film production beyond the school day to support, extend, and assess learning in the classroom.

## STANDARDS (36)

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

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

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

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

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

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

LACC.1112.SL.1.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

<p><a href="#"><u>LACC.1112.RST.2.4:</u></a></p>	<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p>
<p><a href="#"><u>LACC.1112.SL.1.2:</u></a></p>	<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
<p><a href="#"><u>LACC.1112.SL.1.3:</u></a></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
<p><a href="#"><u>LACC.1112.SL.2.4:</u></a></p>	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
<p><a href="#"><u>LACC.1112.SL.2.5:</u></a></p>	<p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<p><a href="#"><u>LACC.1112.WHST.2.4:</u></a></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and</p>

	audience.
<a href="#"><u>LACC.1112.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LACC.1112.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>TH.912.C.1.3:</u></a>	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
<a href="#"><u>TH.912.C.1.4:</u></a>	<p>Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. Remarks/Examples</p> <p>e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level</p>
<a href="#"><u>TH.912.C.1.6:</u></a>	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
<a href="#"><u>TH.912.C.1.7:</u></a>	Justify personal perceptions of a director's vision and/or playwright's intent.
<a href="#"><u>TH.912.C.2.7:</u></a>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<a href="#"><u>TH.912.C.3.1:</u></a>	<p>Explore commonalities between works of theatre and other performance media. Remarks/Examples</p> <p>e.g., dance, mime, movies, street theatre, poetry reading</p>
<a href="#"><u>TH.912.C.3.3:</u></a>	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
<a href="#"><u>TH.912.F.2.3:</u></a>	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
<a href="#"><u>TH.912.F.3.4:</u></a>	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.

	<p>Remarks/Examples</p> <p>e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity</p>
<a href="#"><u>TH.912.H.1.1:</u></a>	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
<a href="#"><u>TH.912.H.1.5:</u></a>	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
<a href="#"><u>TH.912.H.2.1:</u></a>	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
<a href="#"><u>TH.912.H.2.2:</u></a>	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
<a href="#"><u>TH.912.H.2.5:</u></a>	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
<a href="#"><u>TH.912.H.2.6:</u></a>	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
<a href="#"><u>TH.912.H.2.8:</u></a>	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
<a href="#"><u>TH.912.O.1.1:</u></a>	<p>Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.</p> <p>Remarks/Examples</p> <p>e.g., beats, actions, subtext</p>
<a href="#"><u>TH.912.O.2.6:</u></a>	<p>Deconstruct a play, using an established theory, to understand its dramatic structure.</p> <p>Remarks/Examples</p> <p>e.g., Aristotle's Poetics</p>
<a href="#"><u>TH.912.O.3.5:</u></a>	Design technical elements to document the progression of a character, plot, or theme.
<a href="#"><u>TH.912.O.3.6:</u></a>	Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents.

	<p>Remarks/Examples</p> <p>e.g., scale rule, lighting template, stock furniture template, USITT standards</p>
<a href="#"><u>TH.912.O.3.7:</u></a>	<p>Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation.</p> <p>Remarks/Examples</p> <p>e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization</p>
<a href="#"><u>TH.912.S.1.1:</u></a>	<p>Describe the interactive effect of audience members and actors on performances.</p>
<a href="#"><u>TH.912.S.1.3:</u></a>	<p>Develop criteria that may be applied to the selection and performance of theatrical work.</p> <p>Remarks/Examples</p> <p>e.g., appropriate to available actors, budget, venue, appropriate to community values</p>
<a href="#"><u>TH.912.S.1.4:</u></a>	<p>Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.</p> <p>Remarks/Examples</p> <p>e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues</p>
<a href="#"><u>TH.912.S.1.6:</u></a>	<p>Respond appropriately to directorial choices for improvised and scripted scenes.</p>
<a href="#"><u>TH.912.S.2.6:</u></a>	<p>Transfer acting and technical skills and techniques from one piece of dramatic text to another.</p>
<a href="#"><u>TH.912.S.3.1:</u></a>	<p>Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.</p>
<a href="#"><u>TH.912.S.3.9:</u></a>	<p>Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.</p>



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# Course: Theatre Improvisation- 0400620

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4211.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Theatre Improvisation
<b>Course Number:</b>	0400620
<b>Course Abbreviated Title:</b>	THEATRE IMPROV
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Drama - Theatre Arts</a> <b>SubSubject:</b> <a href="#">General</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	Students learn to communicate effectively, both verbally and non-verbally; develop and build critical listening and collaborative skills, and think and solve problems quickly and appropriately on the spot, which transfers well to academic, career, and social arenas. Through collaboration, communication, and performance activities, students engage in improvisation as a stand-alone art form and as an acting methodology. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

## STANDARDS (30)



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

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

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

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

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

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

LACC.910.SL.1.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

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

LACC.910.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

<a href="#"><u>LACC.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LACC.910.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LACC.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LACC.910.SL.2.6:</u></a>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)
<a href="#"><u>LACC.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>PE.912.C.2.3:</u></a>	Analyze the movement performance of self and others. Remarks/Examples

	Some examples are video analysis and checklist.
<a href="#"><u>PE.912.M.1.5:</u></a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#"><u>PE.912.M.1.8:</u></a>	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
<a href="#"><u>TH.912.C.1.3:</u></a>	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
<a href="#"><u>TH.912.C.1.5:</u></a>	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
<a href="#"><u>TH.912.C.2.1:</u></a>	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
<a href="#"><u>TH.912.C.2.5:</u></a>	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
<a href="#"><u>TH.912.C.2.7:</u></a>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<a href="#"><u>TH.912.F.1.1:</u></a>	Synthesize research, analysis, and imagination to create believable characters and settings. Remarks/Examples e.g., scenery, costumes, props
<a href="#"><u>TH.912.F.1.2:</u></a>	Solve short conflict-driven scenarios through improvisation.
<a href="#"><u>TH.912.F.1.3:</u></a>	Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.
<a href="#"><u>TH.912.F.3.4:</u></a>	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. Remarks/Examples e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
<a href="#"><u>TH.912.H.1.5:</u></a>	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.

<p><a href="#"><u>TH.912.H.2.9:</u></a></p>	<p>Create scenes that satirize current political or social events. Remarks/Examples</p> <p>e.g., improvise, script, perform</p>
<p><a href="#"><u>TH.912.H.3.1:</u></a></p>	<p>Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. Remarks/Examples</p> <p>e.g., time management, interpersonal skills, making priorities</p>
<p><a href="#"><u>TH.912.H.3.3:</u></a></p>	<p>Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Remarks/Examples</p> <p>e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages</p>
<p><a href="#"><u>TH.912.H.3.4:</u></a></p>	<p>Create a routine of wellness and care for the actor’s physical being as a performance instrument.</p>
<p><a href="#"><u>TH.912.H.3.5:</u></a></p>	<p>Explain how the social interactions of daily life are manifested in theatre. Remarks/Examples</p> <p>e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy</p>
<p><a href="#"><u>TH.912.O.2.4:</u></a></p>	<p>Construct and perform a pantomime of a complete story, showing a full character arc.</p>
<p><a href="#"><u>TH.912.O.2.8:</u></a></p>	<p>Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.</p>
<p><a href="#"><u>TH.912.S.1.1:</u></a></p>	<p>Describe the interactive effect of audience members and actors on performances.</p>
<p><a href="#"><u>TH.912.S.2.4:</u></a></p>	<p>Sustain a character or follow technical cues in a production piece to show focus.</p>
<p><a href="#"><u>TH.912.S.2.8:</u></a></p>	<p>Strengthen acting skills by engaging in theatre games and improvisations. Remarks/Examples</p> <p>e.g., concentration, observation, imagination, sense memory,</p>

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



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# Course: Voice and Diction - 0400540

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4200.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Voice and Diction
<b>Course Number:</b>	0400540
<b>Course Abbreviated Title:</b>	VOICE & DICTION
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Drama - Theatre Arts</a> <b>SubSubject:</b> <a href="#">General</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	Students assess their own and others' speaking habits and vocal characteristics as the first step in identifying qualities to retain and refine and modifying or eliminating those that may be undesirable in certain settings, such as regional dialects and slang. With this work, students also identify common speech errors and strengthen their comfort level with Standard American English language. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

## STANDARDS (30)

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

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

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

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

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

LACC.910.SL.1.1d: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

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

LACC.910.L.2.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

<a href="#"><u>LACC.910.L.3.6:</u></a>	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<a href="#"><u>LACC.910.RL.2.4:</u></a>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
<a href="#"><u>LACC.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LACC.910.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LACC.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of

	reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LACC.910.SL.2.6:</u></a>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)
<a href="#"><u>LACC.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>PE.912.M.1.5:</u></a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#"><u>TH.912.C.1.3:</u></a>	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
<a href="#"><u>TH.912.C.2.1:</u></a>	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
<a href="#"><u>TH.912.C.2.5:</u></a>	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
<a href="#"><u>TH.912.C.2.6:</u></a>	Assess a peer’s artistic choices in a production as a foundation for one’s own artistic growth.
<a href="#"><u>TH.912.C.2.7:</u></a>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<a href="#"><u>TH.912.C.2.8:</u></a>	<p>Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.</p> <p>Remarks/Examples</p> <p>e.g., peer assessment, rubric, criteria, coaching, feedback, criticism</p>
<a href="#"><u>TH.912.F.1.1:</u></a>	<p>Synthesize research, analysis, and imagination to create believable characters and settings.</p> <p>Remarks/Examples</p> <p>e.g., scenery, costumes, props</p>
<a href="#"><u>TH.912.F.2.2:</u></a>	Assess the skills needed for theatre-related jobs in the community to support career selection.
<a href="#"><u>TH.912.F.3.3:</u></a>	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.

<p><a href="#"><u>TH.912.F.3.4:</u></a></p>	<p>Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.</p> <p>Remarks/Examples</p> <p>e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity</p>
<p><a href="#"><u>TH.912.H.1.4:</u></a></p>	<p>Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.</p>
<p><a href="#"><u>TH.912.H.2.3:</u></a></p>	<p>Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.</p>
<p><a href="#"><u>TH.912.H.3.1:</u></a></p>	<p>Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.</p> <p>Remarks/Examples</p> <p>e.g., time management, interpersonal skills, making priorities</p>
<p><a href="#"><u>TH.912.H.3.4:</u></a></p>	<p>Create a routine of wellness and care for the actor’s physical being as a performance instrument.</p>
<p><a href="#"><u>TH.912.O.1.1:</u></a></p>	<p>Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.</p> <p>Remarks/Examples</p> <p>e.g., beats, actions, subtext</p>
<p><a href="#"><u>TH.912.S.1.1:</u></a></p>	<p>Describe the interactive effect of audience members and actors on performances.</p>
<p><a href="#"><u>TH.912.S.1.3:</u></a></p>	<p>Develop criteria that may be applied to the selection and performance of theatrical work.</p> <p>Remarks/Examples</p> <p>e.g., appropriate to available actors, budget, venue, appropriate to community values</p>
<p><a href="#"><u>TH.912.S.2.4:</u></a></p>	<p>Sustain a character or follow technical cues in a production piece to show focus.</p>
<p><a href="#"><u>TH.912.S.2.5:</u></a></p>	<p>Perform memorized theatrical literature in contrasting pieces to</p>



	show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
<a href="#"><u>TH.912.S.2.6:</u></a>	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
<a href="#"><u>TH.912.S.3.2:</u></a>	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
<a href="#"><u>TH.912.S.3.3:</u></a>	Develop acting skills and techniques in the rehearsal process.



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# Course: The Business of Theatre: Management and Promotion- 0400515

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4193.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	The Business of Theatre: Management and Promotion
<b>Course Number:</b>	0400515
<b>Course Abbreviated Title:</b>	BUS THEA MGMT PROMO
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Drama - Theatre Arts</a> <b>SubSubject:</b> <a href="#">General</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	Students examine the practices and theories fundamental to theatre management and arts administration, focusing on administrative operations and economic aspects of theatre, in particular. Within this framework, students explore the concepts, principles, and techniques used to organize, manage, and promote theatrical productions in educational, community, and commercial settings. As they explore, students learn the basics of professional profit and not-for profit organizations that facilitate, promote, advocate for, fund, and/or govern arts, arts education activities, and/or spaces for arts performances and exhibitions. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

## STANDARDS (42)

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

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

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

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

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

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

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

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

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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

Belongs to: [Craft and Structure](#)

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

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

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

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

Belongs to: [Comprehension and Collaboration](#)

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

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

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

Belongs to: [Comprehension and Collaboration](#)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## [MA.912.F.2 Net Present and Net Future Value \(NPV and NFV\)](#)

### [MA.912.F.2.1 :](#)

Calculate the future value of a given amount of money with and without technology.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Net Present and Net Future Value \(NPV and NFV\)](#)

Remarks/Examples

Example: Suppose you have \$750 on January 1, 2007. If you deposit this in an account paying 5% interest, compounded quarterly, how much money will be in the account on January 1, 2012? Example: Suppose you deposit \$400 into an account at the beginning of each year, starting Jan 1, 2007. If the account pays 6% interest, compounded annually, how much will be in the account at the end of 5 years?

### MA.912.F.3 Loans and Financing

#### MA.912.F.3.1 :

Compare the advantages and disadvantages of using cash versus a credit card.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 09/07

Belongs to: [Loans and Financing](#)

Remarks/Examples

Example: Compare paying for a tank of gasoline in cash or paying with a credit card over a period of time.

#### MA.912.F.3.6 :

Calculate total cost of purchasing consumer durables over time given different down payments, financing options, and fees.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Loans and Financing](#)

Remarks/Examples

Example: Find the actual cost of a car and interest charged with a showroom price of \$15,999, down payment of \$1,600, rate of interest of 12%, and 30 monthly payments.

### MA.912.F.4 Individual Financial Planning

#### MA.912.F.4.2 :

Explain cash management strategies including debit accounts, checking accounts, and savings accounts.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Individual Financial Planning](#)

Remarks/Examples

Example: Explain the difference between a checking account and a savings account. Why might you want to have both types of accounts? Why might you want to have only one or the other type? Why is it rare to find someone who has a savings account but no checking account?

#### MA.912.F.4.4 :

Establish a plan to pay off debt.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 09/07

Belongs to: [Individual Financial Planning](#)

Remarks/Examples

Example: Suppose you currently have a balance of \$4500 on a credit card that charges 18% annual interest. What monthly payment would you have to make in order to pay off the card in 3 years, assuming you do not make any more charges to the card?

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

**TH.912.C.1.6 :**

Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.

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

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

**TH.912.C.1.7 :**

Justify personal perceptions of a director’s vision and/or playwright’s intent.

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

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

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

**TH.912.C.2.1 :**

Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.

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

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

**TH.912.C.2.7 :**

Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

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

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

**TH.912.C.2.8 :**

Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.

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

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

Remarks/Examples

e.g., peer assessment, rubric, criteria, coaching, feedback, criticism

**[TH.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)**

**[TH.912.C.3.2 :](#)**

Develop and apply criteria to select works for a portfolio and defend one’s artistic choices with a prepared analysis.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

**[TH.912.C.3.3 :](#)**

Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

**[TH.912.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)**

**[TH.912.F.1.4 :](#)**

Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

**[TH.912.F.2 Careers in and related to the arts significantly and positively impact local and global economies.](#)**

**[TH.912.F.2.1 :](#)**

Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., body of work, references, résumé, artist statement

**[TH.912.F.2.2 :](#)**

Assess the skills needed for theatre-related jobs in the community to support career selection.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

**TH.912.F.2.3 :**

Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.

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

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

**TH.912.F.2.5 :**

Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.

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

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

**TH.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.**

**TH.912.F.3.1 :**

Analyze and identify the functions of a successful system of business management for a theatre company and compare them to the systems found in a successful business management system.

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

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

Remarks/Examples

e.g., leadership, financial needs and structure, marketing, personnel matters

**TH.912.F.3.2 :**

Develop a production budget for a hypothetical performance, using real-world numbers, and determine how much to charge the audience in order to cover costs.

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

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

**TH.912.F.3.3 :**

Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.

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

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

**TH.912.F.3.4 :**

Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.

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

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



	<p>Remarks/Examples</p> <p>e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity</p>
<p><b><u>TH.912.F.3.5 :</u></b></p>	<p>Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</a></p> <p>Remarks/Examples</p> <p>e.g., script-writing, set design, costume design</p>
<p><b><u>TH.912.F.3.6 :</u></b></p>	<p>Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</a></p> <p>Remarks/Examples</p> <p>e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting</p>
<p><b><u>TH.912.F.3.7 :</u></b></p>	<p>Use social networking or other communication technology appropriately to advertise for a production or school event.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</a></p>
<p><b><u>TH.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).</u></b></p>	
<p><b><u>TH.912.H.1.1 :</u></b></p>	<p>Analyze how playwrights’ work reflects the cultural and socio-political framework in which it was created.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a></p>
<p><b><u>TH.912.H.1.5 :</u></b></p>	<p>Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and</p>

	<p>community standards.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a></p>
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**[TH.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)**

<b><u>TH.912.H.2.1 :</u></b>	<p>Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</a></p>
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<b><u>TH.912.H.2.2 :</u></b>	<p>Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</a></p>
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<b><u>TH.912.H.2.7 :</u></b>	<p>Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</a></p>
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**[TH.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)**

<b><u>TH.912.H.3.1 :</u></b>	<p>Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</a></p> <p>Remarks/Examples</p> <p>e.g., time management, interpersonal skills, making priorities</p>
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<b><u>TH.912.H.3.2 :</u></b>	<p>Compare the applications of various art forms used in theatre production.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Connections among the arts and other disciplines strengthen</a></p>
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[learning and the ability to transfer knowledge and skills to and from other fields.](#)

**[TH.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)**

**[TH.912.O.3.1 :](#)**

Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process.

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

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

Remarks/Examples

e.g., correct terminology, plots, production meetings, headset etiquette

**[TH.912.O.3.3 :](#)**

Analyze and demonstrate how to use various media to impact theatrical productions.

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

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

Remarks/Examples

e.g., projections, digital video, sound, animation, intelligent lighting

**[TH.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)**

**[TH.912.S.1.3 :](#)**

Develop criteria that may be applied to the selection and performance of theatrical work.

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

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

Remarks/Examples

e.g., appropriate to available actors, budget, venue, appropriate to community values

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

**[TH.912.S.2.9 :](#)**

Research and defend one's own artistic choices as a designer.

	<p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a></p>
<p><b><u><a href="#">TH.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a></u></b></p>	
<p><b><u>TH.912.S.3.9 :</u></b></p>	<p>Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a></p>

**RELATED GLOSSARY TERM DEFINITIONS (2)**

<b>Difference:</b>	A number that is the result of subtraction
<b>Rate:</b>	A ratio that compares two quantities of different units.



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# Course: Theatrical Direction and Stage Management 2 Honors- 0400510

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4177.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Theatrical Direction and Stage Management 2 Honors
<b>Course Number:</b>	0400510
<b>Course Abbreviated Title:</b>	THEA DIR & ST MAN 2H
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Drama - Theatre Arts</a> <b>SubSubject:</b> <a href="#">General</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	Students execute the responsibilities of director or stage manager by applying standard theatrical conventions in specialized, practical assignments. Coursework include, but is not limited to, play selection; justification, analysis, and the formation of a directorial concept; assembling a prompt book; assembling a cast, production team, and tech crew; effective team-building ensemble skills and communication practices; and successfully planning and running rehearsals leading toward one or more culminating projects. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.
<b>General Notes:</b>	<b>Honors and Advanced Level Course Note:</b> Academic rigor is more than simply assigning to students a greater quantity of work. Through

	the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.
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## STANDARDS (58)

<a href="#"><u>LACC.1112.RL.2.4:</u></a>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
<a href="#"><u>LACC.1112.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#"><u>LACC.1112.SL.1.3:</u></a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#"><u>LACC.1112.SL.2.4:</u></a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#"><u>LACC.1112.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LACC.1112.WHST.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<a href="#"><u>LACC.1112.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple

	sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LACC.1112.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>PE.912.M.1.5:</u></a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#"><u>TH.912.C.1.4:</u></a>	<p>Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. Remarks/Examples</p> <p>e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level</p>
<a href="#"><u>TH.912.C.1.6:</u></a>	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
<a href="#"><u>TH.912.C.1.7:</u></a>	Justify personal perceptions of a director's vision and/or playwright's intent.
<a href="#"><u>TH.912.C.1.8:</u></a>	<p>Apply the components of aesthetics and criticism to a theatrical performance or design. Remarks/Examples</p> <p>e.g., description, interpretation, judgment, theorizing</p>
<a href="#"><u>TH.912.C.2.1:</u></a>	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
<a href="#"><u>TH.912.C.2.3:</u></a>	<p>Analyze different types of stage configurations to determine the effects of each as potential production solutions. Remarks/Examples</p> <p>e.g., proscenium, thrust, arena, black box</p>
<a href="#"><u>TH.912.C.2.4:</u></a>	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
<a href="#"><u>TH.912.C.2.5:</u></a>	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.

<a href="#"><u>TH.912.C.2.7:</u></a>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<a href="#"><u>TH.912.C.2.8:</u></a>	<p>Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.</p> <p>Remarks/Examples</p> <p>e.g., peer assessment, rubric, criteria, coaching, feedback, criticism</p>
<a href="#"><u>TH.912.C.3.2:</u></a>	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
<a href="#"><u>TH.912.F.1.1:</u></a>	<p>Synthesize research, analysis, and imagination to create believable characters and settings.</p> <p>Remarks/Examples</p> <p>e.g., scenery, costumes, props</p>
<a href="#"><u>TH.912.F.1.4:</u></a>	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
<a href="#"><u>TH.912.F.2.1:</u></a>	<p>Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity.</p> <p>Remarks/Examples</p> <p>e.g., body of work, references, résumé, artist statement</p>
<a href="#"><u>TH.912.F.2.2:</u></a>	Assess the skills needed for theatre-related jobs in the community to support career selection.
<a href="#"><u>TH.912.F.2.4:</u></a>	Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.
<a href="#"><u>TH.912.F.3.2:</u></a>	Develop a production budget for a hypothetical performance, using real-world numbers, and determine how much to charge the audience in order to cover costs.
<a href="#"><u>TH.912.F.3.3:</u></a>	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
<a href="#"><u>TH.912.F.3.5:</u></a>	<p>Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce.</p> <p>Remarks/Examples</p>



	e.g., script-writing, set design, costume design
<a href="#"><u>TH.912.F.3.6:</u></a>	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application. Remarks/Examples e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
<a href="#"><u>TH.912.F.3.7:</u></a>	Use social networking or other communication technology appropriately to advertise for a production or school event.
<a href="#"><u>TH.912.F.3.8:</u></a>	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.
<a href="#"><u>TH.912.H.1.1:</u></a>	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
<a href="#"><u>TH.912.H.1.4:</u></a>	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
<a href="#"><u>TH.912.H.1.5:</u></a>	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
<a href="#"><u>TH.912.H.2.1:</u></a>	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
<a href="#"><u>TH.912.H.2.5:</u></a>	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
<a href="#"><u>TH.912.H.2.6:</u></a>	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
<a href="#"><u>TH.912.H.2.7:</u></a>	Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.
<a href="#"><u>TH.912.H.3.1:</u></a>	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. Remarks/Examples

	e.g., time management, interpersonal skills, making priorities
<a href="#"><u>TH.912.H.3.3:</u></a>	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Remarks/Examples e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
<a href="#"><u>TH.912.H.3.4:</u></a>	Create a routine of wellness and care for the actor's physical being as a performance instrument.
<a href="#"><u>TH.912.O.1.1:</u></a>	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Remarks/Examples e.g., beats, actions, subtext
<a href="#"><u>TH.912.O.1.3:</u></a>	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
<a href="#"><u>TH.912.O.2.5:</u></a>	Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way. Remarks/Examples e.g., playwrights, performers, directors, producers, designers
<a href="#"><u>TH.912.O.2.6:</u></a>	Deconstruct a play, using an established theory, to understand its dramatic structure. Remarks/Examples e.g., Aristotle's Poetics
<a href="#"><u>TH.912.O.2.7:</u></a>	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences. Remarks/Examples e.g., audience, writing, space, design

<a href="#"><u>TH.912.O.3.1:</u></a>	Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process. Remarks/Examples e.g., correct terminology, plots, production meetings, headset etiquette
<a href="#"><u>TH.912.O.3.2:</u></a>	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response. Remarks/Examples e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round
<a href="#"><u>TH.912.O.3.7:</u></a>	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation. Remarks/Examples e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization
<a href="#"><u>TH.912.S.1.3:</u></a>	Develop criteria that may be applied to the selection and performance of theatrical work. Remarks/Examples e.g., appropriate to available actors, budget, venue, appropriate to community values
<a href="#"><u>TH.912.S.1.4:</u></a>	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria. Remarks/Examples e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
<a href="#"><u>TH.912.S.1.7:</u></a>	Interpret dramatic texts, organize and conduct rehearsals, and justify directorial choices for formal and informal productions. Remarks/Examples

	e.g., blocking, pacing, mood, concept, style
<b><u>TH.912.S.1.8:</u></b>	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent. Remarks/Examples e.g., cultural, historical, symbolic, interpretive
<b><u>TH.912.S.2.3:</u></b>	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character’s physical and emotional dimensions. Remarks/Examples e.g., relationships, wants, needs, motivations
<b><u>TH.912.S.2.7:</u></b>	Create a prompt book to organize dramaturgy, blocking, and play analysis to demonstrate understanding of the production process and the job responsibilities of a director or stage manager.
<b><u>TH.912.S.3.1:</u></b>	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
<b><u>TH.912.S.3.2:</u></b>	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
<b><u>TH.912.S.3.8:</u></b>	Direct a scene or one-act play.





# Course: Theatrical Direction and Stage Management 1- 0400500

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4175.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Theatrical Direction and Stage Management 1
<b>Course Number:</b>	0400500
<b>Course Abbreviated Title:</b>	THEA DIR & ST MAN 1
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Drama - Theatre Arts</a> <b>SubSubject:</b> <a href="#">General</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	Students learn how to select, organize, and mount formal and informal staged productions by means of exploring the leadership roles of director and stage manager. Students focus on the nature and responsibilities of the director and stage manager in relation to the entire production team; the effect of the director's concept on the overall production; vocabulary and principles of the various elements of play production; techniques used to create an effective theatre work; and basic knowledge and application of staging. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

## STANDARDS (46)

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

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

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

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

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

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

<a href="#"><u>LACC.1112.RL.2.4:</u></a>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
<a href="#"><u>LACC.1112.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<a href="#"><u>LACC.1112.SL.1.3:</u></a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#"><u>LACC.1112.SL.2.4:</u></a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#"><u>LACC.1112.WHST.2.6:</u></a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

<a href="#"><u>PE.912.M.1.5:</u></a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#"><u>TH.912.C.1.3:</u></a>	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
<a href="#"><u>TH.912.C.1.4:</u></a>	<p>Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. Remarks/Examples</p> <p>e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level</p>
<a href="#"><u>TH.912.C.1.6:</u></a>	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
<a href="#"><u>TH.912.C.1.7:</u></a>	Justify personal perceptions of a director’s vision and/or playwright’s intent.
<a href="#"><u>TH.912.C.2.1:</u></a>	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
<a href="#"><u>TH.912.C.2.7:</u></a>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<a href="#"><u>TH.912.C.2.8:</u></a>	<p>Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Remarks/Examples</p> <p>e.g., peer assessment, rubric, criteria, coaching, feedback, criticism</p>
<a href="#"><u>TH.912.C.3.2:</u></a>	Develop and apply criteria to select works for a portfolio and defend one’s artistic choices with a prepared analysis.
<a href="#"><u>TH.912.C.3.3:</u></a>	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
<a href="#"><u>TH.912.F.1.4:</u></a>	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
<a href="#"><u>TH.912.F.2.4:</u></a>	Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.



<a href="#"><u>TH.912.F.3.2:</u></a>	Develop a production budget for a hypothetical performance, using real-world numbers, and determine how much to charge the audience in order to cover costs.
<a href="#"><u>TH.912.F.3.3:</u></a>	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
<a href="#"><u>TH.912.F.3.6:</u></a>	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application. Remarks/Examples e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
<a href="#"><u>TH.912.F.3.8:</u></a>	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.
<a href="#"><u>TH.912.H.1.1:</u></a>	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
<a href="#"><u>TH.912.H.1.5:</u></a>	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
<a href="#"><u>TH.912.H.2.2:</u></a>	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
<a href="#"><u>TH.912.H.2.3:</u></a>	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
<a href="#"><u>TH.912.H.2.5:</u></a>	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
<a href="#"><u>TH.912.H.2.6:</u></a>	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
<a href="#"><u>TH.912.H.3.1:</u></a>	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. Remarks/Examples e.g., time management, interpersonal skills, making priorities
<a href="#"><u>TH.912.H.3.3:</u></a>	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in

	<p>performance.</p> <p>Remarks/Examples</p> <p>e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages</p>
<a href="#"><u>TH.912.H.3.5:</u></a>	<p>Explain how the social interactions of daily life are manifested in theatre.</p> <p>Remarks/Examples</p> <p>e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy</p>
<a href="#"><u>TH.912.O.1.1:</u></a>	<p>Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.</p> <p>Remarks/Examples</p> <p>e.g., beats, actions, subtext</p>
<a href="#"><u>TH.912.O.1.3:</u></a>	<p>Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.</p>
<a href="#"><u>TH.912.O.2.2:</u></a>	<p>Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.</p>
<a href="#"><u>TH.912.O.2.6:</u></a>	<p>Deconstruct a play, using an established theory, to understand its dramatic structure.</p> <p>Remarks/Examples</p> <p>e.g., Aristotle's Poetics</p>
<a href="#"><u>TH.912.O.3.1:</u></a>	<p>Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process.</p> <p>Remarks/Examples</p> <p>e.g., correct terminology, plots, production meetings, headset etiquette</p>
<a href="#"><u>TH.912.O.3.2:</u></a>	<p>Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.</p> <p>Remarks/Examples</p> <p>e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-</p>

	the-round
<a href="#"><u>TH.912.O.3.3:</u></a>	Analyze and demonstrate how to use various media to impact theatrical productions. Remarks/Examples e.g., projections, digital video, sound, animation, intelligent lighting
<a href="#"><u>TH.912.O.3.7:</u></a>	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation. Remarks/Examples e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization
<a href="#"><u>TH.912.S.1.4:</u></a>	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria. Remarks/Examples e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
<a href="#"><u>TH.912.S.1.7:</u></a>	Interpret dramatic texts, organize and conduct rehearsals, and justify directorial choices for formal and informal productions. Remarks/Examples e.g., blocking, pacing, mood, concept, style
<a href="#"><u>TH.912.S.1.8:</u></a>	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent. Remarks/Examples e.g., cultural, historical, symbolic, interpretive
<a href="#"><u>TH.912.S.2.3:</u></a>	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions. Remarks/Examples

	e.g., relationships, wants, needs, motivations
<a href="#"><u>TH.912.S.2.7:</u></a>	Create a prompt book to organize dramaturgy, blocking, and play analysis to demonstrate understanding of the production process and the job responsibilities of a director or stage manager.
<a href="#"><u>TH.912.S.3.2:</u></a>	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
<a href="#"><u>TH.912.S.3.8:</u></a>	Direct a scene or one-act play.
<a href="#"><u>TH.912.S.3.9:</u></a>	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.



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# Course: Technical Theatre Design & Production 4 Honors- 0400440

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## BASIC INFORMATION

<b>Course Title:</b>	Technical Theatre Design & Production 4 Honors
<b>Course Number:</b>	0400440
<b>Course Abbreviated Title:</b>	TECH THEA DES&PROD4H
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Drama - Theatre Arts</a> <b>SubSubject:</b> <a href="#">General</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. Students analyze increasingly more sophisticated theatre literature to inform the work of developing technical design and production pieces for one-acts or a larger production. Students assemble a portfolio that showcases an extensive body of work representing personal vision and artistic growth over time. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.
<b>General Notes:</b>	<b>Honors and Advanced Level Course Note:</b> Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas

that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

## STANDARDS (61)

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

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

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

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

### [LACC.1112.RI.1 Key Ideas and Details](#)

#### [LACC.1112.RI.1.3 :](#)

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

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

Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

### [LACC.1112.RL.1 Key Ideas and Details](#)

#### [LACC.1112.RL.1.3 :](#)

Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

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

Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

### [LACC.1112.RST.1 Key Ideas and Details](#)

**LACC.1112.RST.1.3 :**

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

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

Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

**LACC.1112.RST.2 Craft and Structure**

**LACC.1112.RST.2.4 :**

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

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

Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

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

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

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

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

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

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

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

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

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

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

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

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

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

Adopted or Revised: 12/10

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

## [LACC.1112.WHST.2 Production and Distribution of Writing](#)

### [LACC.1112.WHST.2.4](#)

:

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

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

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

## [LACC.1112.WHST.3 Research to Build and Present Knowledge](#)

### [LACC.1112.WHST.3.7](#)

:

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

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

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

### [LACC.1112.WHST.3.9](#)

:

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

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

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

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

### [PE.912.M.1.5](#) :

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

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

Belongs to: [Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)

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

### [TH.912.C.1.4](#) :

Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.

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

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

Remarks/Examples



	<p>e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level</p>
<p><b><u>TH.912.C.1.6 :</u></b></p>	<p>Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</a></p>
<p><b><u>TH.912.C.1.7 :</u></b></p>	<p>Justify personal perceptions of a director’s vision and/or playwright’s intent.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</a></p>
<p><b><u>TH.912.C.1.8 :</u></b></p>	<p>Apply the components of aesthetics and criticism to a theatrical performance or design.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</a>  Remarks/Examples  e.g., description, interpretation, judgment, theorizing</p>
<p><b><u>TH.912.C.2 Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</u></b></p>	
<p><b><u>TH.912.C.2.1 :</u></b></p>	<p>Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</a></p>
<p><b><u>TH.912.C.2.4 :</u></b></p>	<p>Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</a></p>
<p><b><u>TH.912.C.2.6 :</u></b></p>	<p>Assess a peer’s artistic choices in a production as a foundation for one’s own artistic growth.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Assessing our own and others’ artistic work, using critical-thinking,</a></p>

	<a href="#">problem-solving, and decision-making skills, is central to artistic growth.</a>
<b><u>TH.912.C.2.7 :</u></b>	<p>Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</a></p>
<b><u>TH.912.C.2.8 :</u></b>	<p>Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</a></p> <p>Remarks/Examples</p> <p>e.g., peer assessment, rubric, criteria, coaching, feedback, criticism</p>
<b><u>TH.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</u></b>	
<b><u>TH.912.C.3.2 :</u></b>	<p>Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</a></p>
<b><u>TH.912.C.3.3 :</u></b>	<p>Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</a></p>
<b><u>TH.912.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</u></b>	
<b><u>TH.912.F.1.1 :</u></b>	<p>Synthesize research, analysis, and imagination to create believable characters and settings.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</a></p> <p>Remarks/Examples</p> <p>e.g., scenery, costumes, props</p>

**TH.912.F.1.4 :**

Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.

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

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

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

**TH.912.F.2.1 :**

Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity.

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

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

Remarks/Examples

e.g., body of work, references, résumé, artist statement

**TH.912.F.2.4 :**

Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.

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

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

**TH.912.F.2.5 :**

Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.

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

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

**TH.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.**

**TH.912.F.3.1 :**

Analyze and identify the functions of a successful system of business management for a theatre company and compare them to the systems found in a successful business management system.

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

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

Remarks/Examples

e.g., leadership, financial needs and structure, marketing, personnel matters

<p><b><u><a href="#">TH.912.F.3.2 :</a></u></b></p>	<p>Develop a production budget for a hypothetical performance, using real-world numbers, and determine how much to charge the audience in order to cover costs.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</a></p>
<p><b><u><a href="#">TH.912.F.3.3 :</a></u></b></p>	<p>Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</a></p>
<p><b><u><a href="#">TH.912.F.3.8 :</a></u></b></p>	<p>Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</a></p>
<p><b><u><a href="#">TH.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a></u></b></p>	
<p><b><u><a href="#">TH.912.H.1.1 :</a></u></b></p>	<p>Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a></p>
<p><b><u><a href="#">TH.912.H.1.2 :</a></u></b></p>	<p>Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a></p>
<p><b><u><a href="#">TH.912.H.1.3 :</a></u></b></p>	<p>Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a></p>
<p><b><u><a href="#">TH.912.H.1.4 :</a></u></b></p>	<p>Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the</a></p>

	<a href="#">worlds in which they live(d).</a>
<b><u>TH.912.H.1.5 :</u></b>	<p>Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a></p>
<b><u>TH.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</u></b>	
<b><u>TH.912.H.2.4 :</u></b>	<p>Research the intent of, and critical reaction to, artists in history who created groundbreaking, innovative, or controversial works.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</a></p>
<b><u>TH.912.H.2.5 :</u></b>	<p>Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</a></p>
<b><u>TH.912.H.2.7 :</u></b>	<p>Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</a></p>
<b><u>TH.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</u></b>	
<b><u>TH.912.H.3.1 :</u></b>	<p>Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</a></p> <p>Remarks/Examples</p> <p>e.g., time management, interpersonal skills, making priorities</p>
<b><u>TH.912.H.3.3 :</u></b>	<p>Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.</p>

	<p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</a></p> <p>Remarks/Examples</p> <p>e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages</p>
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**[TH.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)**

<b><u><a href="#">TH.912.O.1.1 :</a></u></b>	<p>Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</a></p> <p>Remarks/Examples</p> <p>e.g., beats, actions, subtext</p>
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<b><u><a href="#">TH.912.O.1.3 :</a></u></b>	<p>Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</a></p>
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**[TH.912.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)**

<b><u><a href="#">TH.912.O.2.3 :</a></u></b>	<p>Create a non-traditional scenic or costume design of a classical play that visually connects it to another time period.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</a></p> <p>Remarks/Examples</p> <p>e.g., Shakespeare, classical Greek</p>
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<b><u><a href="#">TH.912.O.2.5 :</a></u></b>	<p>Explain how the contributions and methods of significant individuals from various cultures and historical periods have</p>
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	<p>influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</a>  Remarks/Examples  e.g., playwrights, performers, directors, producers, designers</p>
<p><b><u>TH.912.O.2.7 :</u></b></p>	<p>Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</a>  Remarks/Examples  e.g., audience, writing, space, design</p>

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

<p><b><u>TH.912.O.3.6 :</u></b></p>	<p>Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</a>  Remarks/Examples  e.g., scale rule, lighting template, stock furniture template, USITT standards</p>
<p><b><u>TH.912.O.3.7 :</u></b></p>	<p>Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</a>  Remarks/Examples  e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization</p>

**TH.912.S.1 The arts are inherently experiential and actively engage learners in the**

**processes of creating, interpreting, and responding to art.**

**TH.912.S.1.3 :**

Develop criteria that may be applied to the selection and performance of theatrical work.

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

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

Remarks/Examples

e.g., appropriate to available actors, budget, venue, appropriate to community values

**TH.912.S.1.4 :**

Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.

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

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

Remarks/Examples

e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues

**TH.912.S.1.6 :**

Respond appropriately to directorial choices for improvised and scripted scenes.

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

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

**TH.912.S.1.8 :**

Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.

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

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

Remarks/Examples

e.g., cultural, historical, symbolic, interpretive

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

**TH.912.S.2.1 :**

Create one or more technical design documents for a theatrical



	<p>production.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a></p> <p>Remarks/Examples</p> <p>e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot</p>
<p><a href="#">TH.912.S.2.2 :</a></p>	<p>Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a></p> <p>Remarks/Examples</p> <p>e.g., tools, ladders, paint, sewing machines, dyes, cosmetics</p>
<p><a href="#">TH.912.S.2.6 :</a></p>	<p>Transfer acting and technical skills and techniques from one piece of dramatic text to another.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a></p>
<p><a href="#">TH.912.S.2.9 :</a></p>	<p>Research and defend one's own artistic choices as a designer.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a></p>
<p><b><a href="#">TH.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a></b></p>	
<p><a href="#">TH.912.S.3.1 :</a></p>	<p>Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a></p>
<p><a href="#">TH.912.S.3.2 :</a></p>	<p>Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p>

	Belongs to: <a href="#">Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a>
<b><u>TH.912.S.3.4 :</u></b>	<p>Apply scientific and technological advances to develop visual and aural design elements that complement the interpretation of the text.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a></p>
<b><u>TH.912.S.3.9 :</u></b>	<p>Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a></p>
<p><b><u>VA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</u></b></p>	
<b><u>VA.912.S.2.6 :</u></b>	<p>Incorporate skills, concepts, and media to create images from ideation to resolution.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a></p> <p>Remarks/Examples</p> <p>e.g., structural elements of art, organizational principles of design, breadth</p>





# Course: Technical Theatre Design & Production 3- 0400430

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4164.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Technical Theatre Design & Production 3
<b>Course Number:</b>	0400430
<b>Course Abbreviated Title:</b>	TECH THEA DES&PROD 3
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Drama - Theatre Arts</a> <b>SubSubject:</b> <a href="#">General</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre. Student designers and technicians assemble a portfolio that showcases a body of work representing artistic growth over time; growing command of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

## STANDARDS (58)

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

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

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

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

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

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

### [LACC.1112.RH.1 Key Ideas and Details](#)

#### [LACC.1112.RH.1.2 :](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

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

Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

### [LACC.1112.RI.1 Key Ideas and Details](#)

#### [LACC.1112.RI.1.3 :](#)

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

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

Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

### [LACC.1112.RST.1 Key Ideas and Details](#)

#### [LACC.1112.RST.1.3 :](#)

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

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

Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

## LACC.1112.RST.2 Craft and Structure

### LACC.1112.RST.2.4 :

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

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

### LACC.1112.SL.1.2 :

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

### LACC.1112.SL.1.3 :

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

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

### LACC.1112.SL.2.4 :

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

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

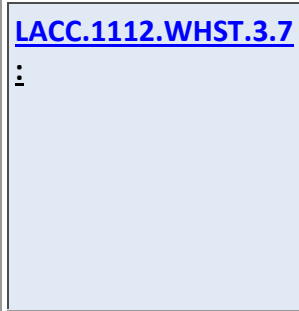
### LACC.1112.WHST.2.4 :

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

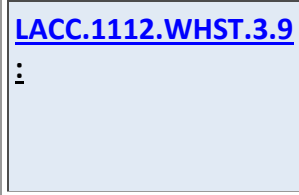


Adopted or Revised: 12/10  
 Belongs to: [Production and Distribution of Writing](#)

**[LACC.1112.WHST.3 Research to Build and Present Knowledge](#)**

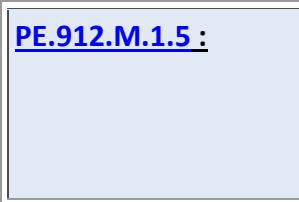


Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  
 Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date Adopted or Revised: 12/10  
 Belongs to: [Research to Build and Present Knowledge](#)



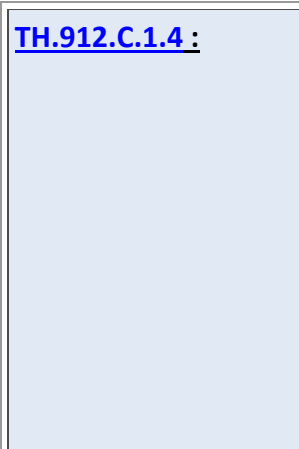
Draw evidence from informational texts to support analysis, reflection, and research.  
 Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10  
 Belongs to: [Research to Build and Present Knowledge](#)

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



Apply strategies for self improvement based on individual strengths and needs.  
 Cognitive Complexity: N/A | Date Adopted or Revised: 04/13  
 Belongs to: [Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)

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



Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.  
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
 Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level



Respond to theatrical works by identifying and interpreting

	<p>influences of historical, social, or cultural contexts.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</a></p>
<p><b><u>TH.912.C.1.7 :</u></b></p>	<p>Justify personal perceptions of a director’s vision and/or playwright’s intent.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</a></p>
<p><b><u>TH.912.C.2 Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</u></b></p>	
<p><b><u>TH.912.C.2.1 :</u></b></p>	<p>Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</a></p>
<p><b><u>TH.912.C.2.4 :</u></b></p>	<p>Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</a></p>
<p><b><u>TH.912.C.2.6 :</u></b></p>	<p>Assess a peer’s artistic choices in a production as a foundation for one’s own artistic growth.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</a></p>
<p><b><u>TH.912.C.2.7 :</u></b></p>	<p>Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</a></p>
<p><b><u>TH.912.C.2.8 :</u></b></p>	<p>Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</a>  Remarks/Examples  e.g., peer assessment, rubric, criteria, coaching, feedback, criticism</p>



**[TH.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)**

**[TH.912.C.3.3 :](#)**

Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.

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

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

**[TH.912.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)**

**[TH.912.F.1.1 :](#)**

Synthesize research, analysis, and imagination to create believable characters and settings.

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

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

Remarks/Examples

e.g., scenery, costumes, props

**[TH.912.F.2 Careers in and related to the arts significantly and positively impact local and global economies.](#)**

**[TH.912.F.2.3 :](#)**

Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.

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

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

**[TH.912.F.2.4 :](#)**

Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.

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

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

**[TH.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)**

**[TH.912.F.3.3 :](#)**

Exhibit independence, discipline, and commitment to the theatre

	<p>process when working on assigned projects and productions.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</a></p>
<p><b><u>TH.912.F.3.5 :</u></b></p>	<p>Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</a>  Remarks/Examples  e.g., script-writing, set design, costume design</p>
<p><b><u>TH.912.F.3.6 :</u></b></p>	<p>Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</a>  Remarks/Examples  e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting</p>
<p><b><u>TH.912.F.3.7 :</u></b></p>	<p>Use social networking or other communication technology appropriately to advertise for a production or school event.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</a></p>
<p><b><u>TH.912.F.3.8 :</u></b></p>	<p>Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</a></p>
<p><b><u>TH.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).</u></b></p>	
<p><b><u>TH.912.H.1.1 :</u></b></p>	<p>Analyze how playwrights’ work reflects the cultural and socio-political framework in which it was created.</p>

	<p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a></p>
<b><u>TH.912.H.1.2 :</u></b>	<p>Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one’s perspective of the world.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a></p>
<b><u>TH.912.H.1.4 :</u></b>	<p>Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a></p>
<b><u>TH.912.H.1.5 :</u></b>	<p>Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a></p>
<p><b><u><a href="#">TH.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</a></u></b></p>	
<b><u>TH.912.H.2.11 :</u></b>	<p>Describe the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American musical theatre.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</a></p>
<b><u>TH.912.H.2.5 :</u></b>	<p>Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</a></p>
<b><u>TH.912.H.2.6 :</u></b>	<p>Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</a></p>
<b><u>TH.912.H.2.8 :</u></b>	<p>Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.</p>

	<p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</a></p>
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**[TH.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)**

<b><u>TH.912.H.3.1 :</u></b>	<p>Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</a>          Remarks/Examples</p> <hr/> <p>e.g., time management, interpersonal skills, making priorities</p>
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<b><u>TH.912.H.3.3 :</u></b>	<p>Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</a>          Remarks/Examples</p> <hr/> <p>e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages</p>
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**[TH.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)**

<b><u>TH.912.O.1.1 :</u></b>	<p>Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</a>          Remarks/Examples</p> <hr/> <p>e.g., beats, actions, subtext</p>
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<b><u>TH.912.O.1.2 :</u></b>	<p>Compare the conventions of western theatre with eastern theatre practices.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p>
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	<p>Belongs to: <a href="#">Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</a></p> <p>Remarks/Examples</p> <p>e.g., puppetry, masks, stage space, symbolism</p>
<p><b><u><a href="#">TH.912.O.1.3 :</a></u></b></p>	<p>Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</a></p>
<p><b><u><a href="#">TH.912.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</a></u></b></p>	
<p><b><u><a href="#">TH.912.O.2.5 :</a></u></b></p>	<p>Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</a></p> <p>Remarks/Examples</p> <p>e.g., playwrights, performers, directors, producers, designers</p>
<p><b><u><a href="#">TH.912.O.2.7 :</a></u></b></p>	<p>Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</a></p> <p>Remarks/Examples</p> <p>e.g., audience, writing, space, design</p>
<p><b><u><a href="#">TH.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</a></u></b></p>	
<p><b><u><a href="#">TH.912.O.3.3 :</a></u></b></p>	<p>Analyze and demonstrate how to use various media to impact theatrical productions.</p>

	<p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</a>          Remarks/Examples          e.g., projections, digital video, sound, animation, intelligent lighting</p>
<p><b><u>TH.912.O.3.6 :</u></b></p>	<p>Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</a>          Remarks/Examples          e.g., scale rule, lighting template, stock furniture template, USITT standards</p>
<p><b><u>TH.912.O.3.7 :</u></b></p>	<p>Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</a>          Remarks/Examples          e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization</p>
<p><b><u>TH.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</u></b></p>	
<p><b><u>TH.912.S.1.3 :</u></b></p>	<p>Develop criteria that may be applied to the selection and performance of theatrical work.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</a>          Remarks/Examples          e.g., appropriate to available actors, budget, venue, appropriate to community values</p>
<p><b><u>TH.912.S.1.6 :</u></b></p>	<p>Respond appropriately to directorial choices for improvised and</p>

	<p>scripted scenes.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</a></p>
<p><b><u>TH.912.S.1.8 :</u></b></p>	<p>Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</a></p> <p>Remarks/Examples</p> <p>e.g., cultural, historical, symbolic, interpretive</p>
<p><b><u>TH.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</u></b></p>	
<p><b><u>TH.912.S.2.1 :</u></b></p>	<p>Create one or more technical design documents for a theatrical production.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a></p> <p>Remarks/Examples</p> <p>e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot</p>
<p><b><u>TH.912.S.2.2 :</u></b></p>	<p>Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a></p> <p>Remarks/Examples</p> <p>e.g., tools, ladders, paint, sewing machines, dyes, cosmetics</p>
<p><b><u>TH.912.S.2.4 :</u></b></p>	<p>Sustain a character or follow technical cues in a production piece to show focus.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a></p>

**TH.912.S.2.6 :**

Transfer acting and technical skills and techniques from one piece of dramatic text to another.

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

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

**TH.912.S.2.9 :**

Research and defend one's own artistic choices as a designer.

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

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

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

**TH.912.S.3.1 :**

Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.

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

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

**TH.912.S.3.2 :**

Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.

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

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

**TH.912.S.3.9 :**

Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.

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

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

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

**VA.912.S.2.6 :**

Incorporate skills, concepts, and media to create images from ideation to resolution.

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

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

Remarks/Examples

e.g., structural elements of art, organizational principles of



	design, breadth
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# Course: Technical Theatre Design & Production 2- 0400420

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4154.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Technical Theatre Design & Production 2
<b>Course Number:</b>	0400420
<b>Course Abbreviated Title:</b>	TECH THEA DES&PROD 2
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Drama - Theatre Arts</a> <b>SubSubject:</b> <a href="#">General</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	Students focus on the design and safe application of basic tools and procedures to create elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Students develop assessment and problem-solving skills; the ability to connect selected literature to a variety of cultures, history, and other content areas. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

## STANDARDS (57)

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

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

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

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

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

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

LACC.910.SL.1.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

### [LACC.910.RL.1 Key Ideas and Details](#)

#### [LACC.910.RL.1.2 :](#)

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

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

Belongs to: [Key Ideas and Details](#)

#### [LACC.910.RL.1.3 :](#)

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

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

Belongs to: [Key Ideas and Details](#)

### [LACC.910.RST.1 Key Ideas and Details](#)

#### [LACC.910.RST.1.3 :](#)

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

	<p>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Key Ideas and Details</a></p>
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**[LACC.910.RST.2 Craft and Structure](#)**

<b><u>LACC.910.RST.2.4 :</u></b>	<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.          Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Craft and Structure</a></p>
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**[LACC.910.SL.1 Comprehension and Collaboration](#)**

<b><u>LACC.910.SL.1.2 :</u></b>	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.          Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Comprehension and Collaboration</a></p>
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<b><u>LACC.910.SL.1.3 :</u></b>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.          Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Comprehension and Collaboration</a></p>
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**[LACC.910.SL.2 Presentation of Knowledge and Ideas](#)**

<b><u>LACC.910.SL.2.4 :</u></b>	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.          Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Presentation of Knowledge and Ideas</a></p>
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<b><u>LACC.910.SL.2.5 :</u></b>	<p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.          Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Presentation of Knowledge and Ideas</a></p>
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## **LACC.910.WHST.2 Production and Distribution of Writing**

### **LACC.910.WHST.2.4 :**

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

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

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

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

### **LACC.910.WHST.3.7 :**

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

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

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

### **LACC.910.WHST.3.9 :**

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

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

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

## **MU.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.**

### **MU.912.H.3.1 :**

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

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

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

Remarks/Examples

e.g., acoustics, sound amplification, materials, mechanics

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

### **PE.912.M.1.5 :**

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

	<p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13          Belongs to: <a href="#">Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a></p>
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**[TH.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)**

<b><u>TH.912.C.1.3 :</u></b>	<p>Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</a></p>
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<b><u>TH.912.C.1.4 :</u></b>	<p>Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</a>          Remarks/Examples</p>
	<p>e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level</p>

<b><u>TH.912.C.1.6 :</u></b>	<p>Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</a></p>
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<b><u>TH.912.C.1.7 :</u></b>	<p>Justify personal perceptions of a director’s vision and/or playwright’s intent.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</a></p>
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**[TH.912.C.2 Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)**

<b><u>TH.912.C.2.1 :</u></b>	<p>Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</a></p>
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**TH.912.C.2.4 :**

Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.

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

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

**TH.912.C.2.6 :**

Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.

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

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

**TH.912.C.2.7 :**

Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

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

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

**TH.912.C.2.8 :**

Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.

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

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

Remarks/Examples

e.g., peer assessment, rubric, criteria, coaching, feedback, criticism

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

**TH.912.C.3.3 :**

Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.

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

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

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

**TH.912.F.1.1 :**

Synthesize research, analysis, and imagination to create believable characters and settings.

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

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

	Remarks/Examples
	e.g., scenery, costumes, props

**[TH.912.F.2 Careers in and related to the arts significantly and positively impact local and global economies.](#)**

<b><u><a href="#">TH.912.F.2.2 :</a></u></b>	Assess the skills needed for theatre-related jobs in the community to support career selection. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Careers in and related to the arts significantly and positively impact local and global economies.</a>
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<b><u><a href="#">TH.912.F.2.3 :</a></u></b>	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Careers in and related to the arts significantly and positively impact local and global economies.</a>
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**[TH.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)**

<b><u><a href="#">TH.912.F.3.3 :</a></u></b>	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</a>
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<b><u><a href="#">TH.912.F.3.5 :</a></u></b>	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</a>
	Remarks/Examples
	e.g., script-writing, set design, costume design

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

<b><u><a href="#">TH.912.H.1.2 :</a></u></b>	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one’s perspective of the world.
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	<p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a></p>
<p><b><u>TH.912.H.1.5 :</u></b></p>	<p>Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a></p>
<p><b><u>TH.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</u></b></p>	
<p><b><u>TH.912.H.2.11 :</u></b></p>	<p>Describe the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American musical theatre.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</a></p>
<p><b><u>TH.912.H.2.2 :</u></b></p>	<p>Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</a></p>
<p><b><u>TH.912.H.2.3 :</u></b></p>	<p>Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</a></p>
<p><b><u>TH.912.H.2.5 :</u></b></p>	<p>Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</a></p>
<p><b><u>TH.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</u></b></p>	
<p><b><u>TH.912.H.3.1 :</u></b></p>	<p>Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p>

	<p>Belongs to: <a href="#">Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</a></p> <p>Remarks/Examples</p> <p>e.g., time management, interpersonal skills, making priorities</p>
<b><u>TH.912.H.3.2 :</u></b>	<p>Compare the applications of various art forms used in theatre production.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</a></p>
<b><u>TH.912.H.3.3 :</u></b>	<p>Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</a></p> <p>Remarks/Examples</p> <p>e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages</p>
<b><u>TH.912.H.3.5 :</u></b>	<p>Explain how the social interactions of daily life are manifested in theatre.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</a></p> <p>Remarks/Examples</p> <p>e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy</p>
<p><b><u>TH.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</u></b></p>	
<b><u>TH.912.O.1.1 :</u></b>	<p>Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</a></p> <p>Remarks/Examples</p>

	e.g., beats, actions, subtext
<b><u>TH.912.O.1.3 :</u></b>	<p>Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</a></p>
<p><b><u>TH.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</u></b></p>	
<b><u>TH.912.O.3.1 :</u></b>	<p>Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</a></p> <p>Remarks/Examples</p> <p>e.g., correct terminology, plots, production meetings, headset etiquette</p>
<b><u>TH.912.O.3.5 :</u></b>	<p>Design technical elements to document the progression of a character, plot, or theme.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</a></p>
<b><u>TH.912.O.3.6 :</u></b>	<p>Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</a></p> <p>Remarks/Examples</p> <p>e.g., scale rule, lighting template, stock furniture template, USITT standards</p>
<b><u>TH.912.O.3.7 :</u></b>	<p>Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p>

	<p>Belongs to: <a href="#">Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</a></p> <p>Remarks/Examples</p> <p>e.g., body language, pantomime, blocking, staging, design elements, characterization, subtext, physical characterization</p>
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**[TH.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)**

<b><u><a href="#">TH.912.S.1.6 :</a></u></b>	<p>Respond appropriately to directorial choices for improvised and scripted scenes.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</a></p>
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<b><u><a href="#">TH.912.S.1.8 :</a></u></b>	<p>Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</a></p> <p>Remarks/Examples</p> <p>e.g., cultural, historical, symbolic, interpretive</p>
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**[TH.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)**

<b><u><a href="#">TH.912.S.2.1 :</a></u></b>	<p>Create one or more technical design documents for a theatrical production.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a></p> <p>Remarks/Examples</p> <p>e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot</p>
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<b><u><a href="#">TH.912.S.2.2 :</a></u></b>	<p>Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Development of skills, techniques, and processes in the arts</a></p>
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	<p><a href="#">strengthens our ability to remember, focus on, process, and sequence information.</a></p> <p>Remarks/Examples</p> <p>e.g., tools, ladders, paint, sewing machines, dyes, cosmetics</p>
<a href="#">TH.912.S.2.4 :</a>	<p>Sustain a character or follow technical cues in a production piece to show focus.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a></p>
<a href="#">TH.912.S.2.6 :</a>	<p>Transfer acting and technical skills and techniques from one piece of dramatic text to another.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a></p>
<a href="#">TH.912.S.2.9 :</a>	<p>Research and defend one’s own artistic choices as a designer.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a></p>
<p><b><a href="#">TH.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a></b></p>	
<a href="#">TH.912.S.3.1 :</a>	<p>Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a></p>
<a href="#">TH.912.S.3.2 :</a>	<p>Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a></p>
<p><b><a href="#">VA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a></b></p>	
<a href="#">VA.912.S.2.6 :</a>	<p>Incorporate skills, concepts, and media to create images from ideation to resolution.</p>

	<p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a></p> <p>Remarks/Examples</p> <p>e.g., structural elements of art, organizational principles of design, breadth</p>
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**[VA.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)**

<b><u><a href="#">VA.912.S.3.12 :</a></u></b>	<p>Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a></p> <p>Remarks/Examples</p> <p>e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images</p>
<b><u><a href="#">VA.912.S.3.7 :</a></u></b>	<p>Use and maintain tools and equipment to facilitate the creative process.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a></p> <p>Remarks/Examples</p> <p>e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>
<b><u><a href="#">VA.912.S.3.8 :</a></u></b>	<p>Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a></p> <p>Remarks/Examples</p> <p>e.g., media: ceramics, glass, wet, dry, digital</p>



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# Course: Technical Theatre Design & Production 1- 0400410

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## BASIC INFORMATION

<b>Course Title:</b>	Technical Theatre Design & Production 1
<b>Course Number:</b>	0400410
<b>Course Abbreviated Title:</b>	TECH THEA DES&PROD 1
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Drama - Theatre Arts</a> <b>SubSubject:</b> <a href="#">General</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	Students focus on developing the basic tools and procedures for creating elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials are central to success in this course. Students explore and learn to analyze dramatic scripts, seeking production solutions through historical, cultural, and geographic research. Students also learn the basics of standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances



beyond the school day to support, extend, and assess learning in the classroom.

## STANDARDS (38)

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

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

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

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

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

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

### LACC.910.RST.1 Key Ideas and Details

#### LACC.910.RST.1.1 :

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

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

Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

#### LACC.910.RST.1.3 :

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

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

Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

### LACC.910.RST.2 Craft and Structure

#### LACC.910.RST.2.4 :

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

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

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

#### **LACC.910.SL.1.2 :**

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

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

#### **LACC.910.SL.1.3 :**

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

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

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

#### **LACC.910.SL.2.4 :**

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

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

#### **LACC.910.SL.2.5 :**

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

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

### **LACC.910.WHST.2 Production and Distribution of Writing**

#### **LACC.910.WHST.2.4 :**

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

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

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

#### [LACC.910.WHST.3.7 :](#)

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

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

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

#### [LACC.910.WHST.3.9 :](#)

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

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

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

### [MU.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

#### [MU.912.H.3.1 :](#)

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

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

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

Remarks/Examples

e.g., acoustics, sound amplification, materials, mechanics

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

#### [PE.912.M.1.5 :](#)

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

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

Belongs to: [Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)

### [SC.912.P.10 Energy](#)

#### [SC.912.P.10.15 :](#)

Investigate and explain the relationships among current, voltage, resistance, and power.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 02/08

	Belongs to: <a href="#">Energy</a>
	Remarks/Examples
	Use Ohm's and Kirchhoff's laws to explain the relationships among circuits.

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

<b><u><a href="#">TH.912.C.1.3 :</a></u></b>	<p>Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</a></p>
<b><u><a href="#">TH.912.C.1.4 :</a></u></b>	<p>Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</a></p> <p>Remarks/Examples</p> <p>e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level</p>

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

<b><u><a href="#">TH.912.C.2.3 :</a></u></b>	<p>Analyze different types of stage configurations to determine the effects of each as potential production solutions.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</a></p> <p>Remarks/Examples</p> <p>e.g., proscenium, thrust, arena, black box</p>
<b><u><a href="#">TH.912.C.2.7 :</a></u></b>	<p>Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</a></p>

**TH.912.C.2.8 :**

Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.

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

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

Remarks/Examples

e.g., peer assessment, rubric, criteria, coaching, feedback, criticism

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

**TH.912.C.3.1 :**

Explore commonalities between works of theatre and other performance media.

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

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

Remarks/Examples

e.g., dance, mime, movies, street theatre, poetry reading

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

**TH.912.F.1.1 :**

Synthesize research, analysis, and imagination to create believable characters and settings.

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

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

Remarks/Examples

e.g., scenery, costumes, props

**TH.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.**

**TH.912.F.3.3 :**

Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.

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

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

**TH.912.F.3.4 :**

Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.

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

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

Remarks/Examples

e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity

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

**TH.912.H.1.5 :**

Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.

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

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

**TH.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.**

**TH.912.H.2.5 :**

Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.

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

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

**TH.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.**

**TH.912.H.3.2 :**

Compare the applications of various art forms used in theatre production.

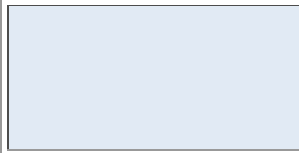
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

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

**TH.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.**

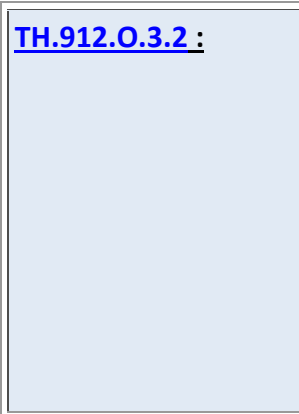
**TH.912.O.1.3 :**

Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.



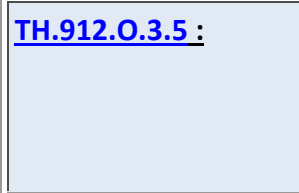
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
 Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

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



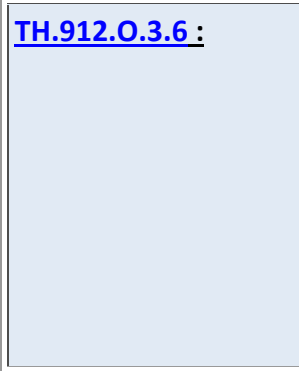
**TH.912.O.3.2 :**

Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.  
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
 Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)  
 Remarks/Examples  
 e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round



**TH.912.O.3.5 :**

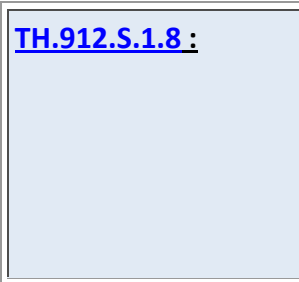
Design technical elements to document the progression of a character, plot, or theme.  
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
 Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)



**TH.912.O.3.6 :**

Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents.  
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
 Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)  
 Remarks/Examples  
 e.g., scale rule, lighting template, stock furniture template, USITT standards

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



**TH.912.S.1.8 :**

Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.  
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
 Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)  
 Remarks/Examples

e.g., cultural, historical, symbolic, interpretive

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

**TH.912.S.2.1 :**

Create one or more technical design documents for a theatrical production.

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

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

Remarks/Examples

e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot

**TH.912.S.2.2 :**

Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.

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

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

Remarks/Examples

e.g., tools, ladders, paint, sewing machines, dyes, cosmetics

**TH.912.S.2.9 :**

Research and defend one's own artistic choices as a designer.

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

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

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

**TH.912.S.3.1 :**

Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.

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

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

**VA.912.S.2 Development of skills, techniques, and processes in the arts strengthens our**



**ability to remember, focus on, process, and sequence information.**

**VA.912.S.2.6 :**

Incorporate skills, concepts, and media to create images from ideation to resolution.

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

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

Remarks/Examples

e.g., structural elements of art, organizational principles of design, breadth

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

**VA.912.S.3.12 :**

Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.

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

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: charcoal; painting: watercolor; technology: layering images

**VA.912.S.3.7 :**

Use and maintain tools and equipment to facilitate the creative process.

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

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools

**VA.912.S.3.8 :**

Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.

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

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

	e.g., media: ceramics, glass, wet, dry, digital
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## RELATED GLOSSARY TERM DEFINITIONS (6)

<b>Circuit:</b>	An interconnection of electrical elements forming a complete path for the flow of current.
<b>Current :</b>	The amount of electric charge flowing past a specified circuit point per unit time.
<b>Law :</b>	A statement that describes invariable relationships among phenomena under a specified set of conditions.
<b>Power:</b>	The rate at which work is done, expressed as the amount of work per unit time and commonly measured in units such as the watt and horsepower.
<b>Resistance :</b>	The opposition of a body or substance to current passing through it, resulting in a change of electrical energy into heat or another form of energy.
<b>Voltage:</b>	A measure of the difference in electric potential between two points in space, a material, or an electric circuit, expressed in volts.





# Course: Technical Theatre: Design and Production for Costume, Makeup, and Hair-0400409

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4149.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Technical Theatre: Design and Production for Costume, Makeup, and Hair
<b>Course Number:</b>	0400409
<b>Course Abbreviated Title:</b>	TECH THE D/P CMH
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Drama - Theatre Arts</a> <b>SubSubject:</b> <a href="#">General</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	Students focus on learning the basic tools and procedures for designing and creating costumes, hair, and makeup with particular attention to technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Students also learn the standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and

	assess learning in the classroom.
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## STANDARDS (37)

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

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

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

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

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

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

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

### [LACC.910.RL.1 Key Ideas and Details](#)

#### [LACC.910.RL.1.3 :](#)

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

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

Belongs to: [Key Ideas and Details](#)

### [LACC.910.RST.1 Key Ideas and Details](#)

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

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

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

Belongs to: [Key Ideas and Details](#)

#### [LACC.910.RST.1.2 :](#)

Follow precisely a complex multistep procedure when carrying out

	<p>experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.  Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Key Ideas and Details</a></p>
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**LACC.910.RST.2 Craft and Structure**

<b><u>LACC.910.RST.2.4 :</u></b>	<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.  Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Craft and Structure</a></p>
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**LACC.910.SL.1 Comprehension and Collaboration**

<b><u>LACC.910.SL.1.2 :</u></b>	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.  Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Comprehension and Collaboration</a></p>
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<b><u>LACC.910.SL.1.3 :</u></b>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.  Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Comprehension and Collaboration</a></p>
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**LACC.910.SL.2 Presentation of Knowledge and Ideas**

<b><u>LACC.910.SL.2.4 :</u></b>	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.  Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Presentation of Knowledge and Ideas</a></p>
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<b><u>LACC.910.SL.2.5 :</u></b>	<p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
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	<p>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Presentation of Knowledge and Ideas</a></p>
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**LACC.910.WHST.3 Research to Build and Present Knowledge**

<b><u>LACC.910.WHST.3.8 :</u></b>	<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>Cognitive Complexity: Level 4: Extended Thinking &amp; Complex Reasoning   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Research to Build and Present Knowledge</a></p>
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**PE.912.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.**

<b><u>PE.912.M.1.5 :</u></b>	<p>Apply strategies for self improvement based on individual strengths and needs.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 04/13          Belongs to: <a href="#">Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a></p>
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**TH.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.**

<b><u>TH.912.C.1.3 :</u></b>	<p>Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</a></p>
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<b><u>TH.912.C.1.4 :</u></b>	<p>Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</a></p> <p>Remarks/Examples</p> <p>e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level</p>
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**TH.912.C.1.6 :**

Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

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

**TH.912.C.2.1 :**

Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

**TH.912.C.2.7 :**

Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

**TH.912.C.2.8 :**

Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)  
Remarks/Examples  
e.g., peer assessment, rubric, criteria, coaching, feedback, criticism

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

**TH.912.C.3.1 :**

Explore commonalities between works of theatre and other performance media.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)  
Remarks/Examples  
e.g., dance, mime, movies, street theatre, poetry reading

**TH.912.F.1 Creating, interpreting, and responding in the arts stimulate the imagination**



**and encourage innovation and creative risk-taking.**

**TH.912.F.1.1 :**

Synthesize research, analysis, and imagination to create believable characters and settings.

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

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

Remarks/Examples

e.g., scenery, costumes, props

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

**TH.912.F.2.1 :**

Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity.

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

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

Remarks/Examples

e.g., body of work, references, résumé, artist statement

**TH.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.**

**TH.912.F.3.3 :**

Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.

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

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

**TH.912.F.3.4 :**

Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.

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

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

Remarks/Examples

e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity

**TH.912.H.1 Through study in the arts, we learn about and honor others and the worlds in**

which they live(d).

**TH.912.H.1.2 :**

Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

**TH.912.H.1.5 :**

Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

**TH.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.**

**TH.912.H.2.5 :**

Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

**TH.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.**

**TH.912.H.3.2 :**

Compare the applications of various art forms used in theatre production.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

**TH.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.**

**TH.912.O.1.1 :**

Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)  
Remarks/Examples  
e.g., beats, actions, subtext

**TH.912.O.1.3 :**

Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.

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

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

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

**TH.912.O.3.5 :**

Design technical elements to document the progression of a character, plot, or theme.

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

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

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

**TH.912.S.1.8 :**

Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.

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

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

Remarks/Examples

e.g., cultural, historical, symbolic, interpretive

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

**TH.912.S.2.1 :**

Create one or more technical design documents for a theatrical production.

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

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

Remarks/Examples

e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot

**TH.912.S.2.2 :**

Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.

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

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

Remarks/Examples

e.g., tools, ladders, paint, sewing machines, dyes, cosmetics

**TH.912.S.2.6 :**

Transfer acting and technical skills and techniques from one piece of dramatic text to another.

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

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

**TH.912.S.2.9 :**

Research and defend one's own artistic choices as a designer.

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

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

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

**TH.912.S.3.1 :**

Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.

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

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

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

**VA.912.S.3.12 :**

Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.

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

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., printmaking: relief print; ceramics: wheel-throwing; drawing: drawing: charcoal; painting: watercolor; technology: layering

	images
<b><u>VA.912.S.3.7 :</u></b>	<p>Use and maintain tools and equipment to facilitate the creative process.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a></p> <p>Remarks/Examples</p> <p>e.g., sewing machine, pottery wheel, kiln, technology, printing press, hand tools</p>
<b><u>VA.912.S.3.8 :</u></b>	<p>Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a></p> <p>Remarks/Examples</p> <p>e.g., media: ceramics, glass, wet, dry, digital</p>



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# Course: Technical Theatre: Design and Production for Lighting and Sound- 0400408

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4146.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Technical Theatre: Design and Production for Lighting and Sound
<b>Course Number:</b>	0400408
<b>Course Abbreviated Title:</b>	TECH THE D/P LI SOUN
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Drama - Theatre Arts</a> <b>SubSubject:</b> <a href="#">General</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	Students focus on learning the basic tools and procedures for designing and creating the lighting and sound needs for productions with particular attention to technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Lighting and sound designers and technicians analyze dramatic scripts to find production solutions through historical, cultural, and geographic research. These students also learn the standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

## STANDARDS (42)

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

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

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

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

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

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

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

### [LACC.910.RST.1 Key Ideas and Details](#)

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

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

#### [LACC.910.RST.1.3 :](#)

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

### [LACC.910.RST.2 Craft and Structure](#)

#### [LACC.910.RST.2.4 :](#)

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific

or technical context relevant to grades 9–10 texts and topics.  
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date  
Adopted or Revised: 12/10  
Belongs to: [Craft and Structure](#)

### **LACC.910.SL.1 Comprehension and Collaboration**

#### **LACC.910.SL.1.2 :**

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.  
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date  
Adopted or Revised: 12/10  
Belongs to: [Comprehension and Collaboration](#)

#### **LACC.910.SL.1.3 :**

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.  
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date  
Adopted or Revised: 12/10  
Belongs to: [Comprehension and Collaboration](#)

### **LACC.910.SL.2 Presentation of Knowledge and Ideas**

#### **LACC.910.SL.2.4 :**

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.  
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date  
Adopted or Revised: 12/10  
Belongs to: [Presentation of Knowledge and Ideas](#)

#### **LACC.910.SL.2.5 :**

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.  
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date  
Adopted or Revised: 12/10  
Belongs to: [Presentation of Knowledge and Ideas](#)

### **LACC.910.WHST.3 Research to Build and Present Knowledge**

#### **LACC.910.WHST.3.8 :**

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow



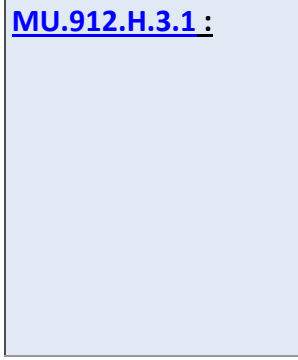


of ideas, avoiding plagiarism and following a standard format for citation.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Research to Build and Present Knowledge](#)

**[MU.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)**



**[MU.912.H.3.1 :](#)**

Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.

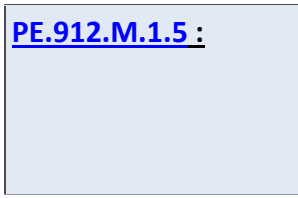
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

Remarks/Examples

e.g., acoustics, sound amplification, materials, mechanics

**[PE.912.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)**



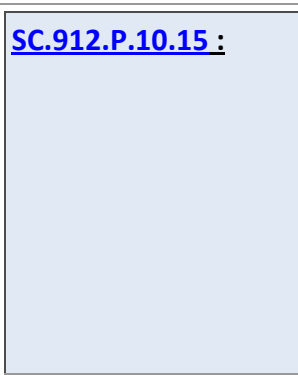
**[PE.912.M.1.5 :](#)**

Apply strategies for self improvement based on individual strengths and needs.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)

**[SC.912.P.10 Energy](#)**



**[SC.912.P.10.15 :](#)**

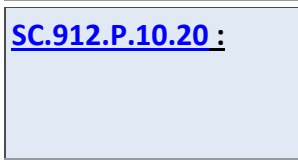
Investigate and explain the relationships among current, voltage, resistance, and power.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 02/08

Belongs to: [Energy](#)

Remarks/Examples

Use Ohm's and Kirchhoff's laws to explain the relationships among circuits.



**[SC.912.P.10.20 :](#)**

Describe the measurable properties of waves and explain the relationships among them and how these properties change when the wave moves from one medium to another.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

	<p>Adopted or Revised: 02/08          Belongs to: <a href="#">Energy</a>          Remarks/Examples</p> <hr/> <p>Describe the measurable properties of waves (velocity, frequency, wavelength, amplitude, period, reflection and refraction) and explain the relationships among them. Recognize that the source of all waves is a vibration and waves carry energy from one place to another. Distinguish between transverse and longitudinal waves in mechanical media, such as springs and ropes, and on the earth (seismic waves). Describe sound as a longitudinal wave whose speed depends on the properties of the medium in which it propagates.</p>
<p><a href="#">SC.912.P.10.21 :</a></p>	<p>Qualitatively describe the shift in frequency in sound or electromagnetic waves due to the relative motion of a source or a receiver.          Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts   Date Adopted or Revised: 02/08          Belongs to: <a href="#">Energy</a>          Remarks/Examples</p> <hr/> <p>Describe the apparent change in frequency of waves due to the motion of a source or a receiver (the Doppler effect).</p>
<p><b><u><a href="#">TH.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</a></u></b></p>	
<p><a href="#">TH.912.C.1.3 :</a></p>	<p>Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</a></p>
<p><a href="#">TH.912.C.1.4 :</a></p>	<p>Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</a>          Remarks/Examples</p> <hr/> <p>e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level</p>

**TH.912.C.1.6 :**

Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

**TH.912.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.**

**TH.912.C.2.1 :**

Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

**TH.912.C.2.3 :**

Analyze different types of stage configurations to determine the effects of each as potential production solutions.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

Remarks/Examples

e.g., proscenium, thrust, arena, black box

**TH.912.C.2.7 :**

Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

**TH.912.C.2.8 :**

Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

Remarks/Examples

e.g., peer assessment, rubric, criteria, coaching, feedback, criticism

**TH.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.**

**TH.912.C.3.1 :**

Explore commonalities between works of theatre and other

	performance media. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</a>
	Remarks/Examples
	e.g., dance, mime, movies, street theatre, poetry reading

**[TH.912.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)**

<b><u><a href="#">TH.912.F.1.1 :</a></u></b>	Synthesize research, analysis, and imagination to create believable characters and settings. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</a>
	Remarks/Examples
	e.g., scenery, costumes, props

**[TH.912.F.2 Careers in and related to the arts significantly and positively impact local and global economies.](#)**

<b><u><a href="#">TH.912.F.2.1 :</a></u></b>	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Careers in and related to the arts significantly and positively impact local and global economies.</a>
	Remarks/Examples
	e.g., body of work, references, résumé, artist statement

**[TH.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)**

<b><u><a href="#">TH.912.F.3.3 :</a></u></b>	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</a>
	<b><u><a href="#">TH.912.F.3.4 :</a></u></b> Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.

	<p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</a></p> <p>Remarks/Examples</p> <p>e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity</p>
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**[TH.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)**

<b><u><a href="#">TH.912.H.1.2 :</a></u></b>	<p>Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one’s perspective of the world.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a></p>
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<b><u><a href="#">TH.912.H.1.5 :</a></u></b>	<p>Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a></p>
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**[TH.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)**

<b><u><a href="#">TH.912.H.2.5 :</a></u></b>	<p>Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</a></p>
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**[TH.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)**

<b><u><a href="#">TH.912.H.3.2 :</a></u></b>	<p>Compare the applications of various art forms used in theatre production.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</a></p>
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<b><u><a href="#">TH.912.H.3.3 :</a></u></b>	<p>Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.</p>
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	Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</a>
	Remarks/Examples
	e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages

**TH.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.**

<b><u>TH.912.O.1.1 :</u></b>	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</a>
	Remarks/Examples
	e.g., beats, actions, subtext

<b><u>TH.912.O.1.3 :</u></b>	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</a>
	Remarks/Examples

**TH.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.**

<b><u>TH.912.O.3.2 :</u></b>	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</a>
	Remarks/Examples
	e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round

**TH.912.O.3.5 :**

Design technical elements to document the progression of a character, plot, or theme.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

**TH.912.O.3.6 :**

Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

Remarks/Examples

e.g., scale rule, lighting template, stock furniture template, USITT standards

**TH.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.**

**TH.912.S.1.8 :**

Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., cultural, historical, symbolic, interpretive

**TH.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.**

**TH.912.S.2.1 :**

Create one or more technical design documents for a theatrical production.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

Remarks/Examples

e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot

**TH.912.S.2.2 :**

Apply technical knowledge of safety procedures and demonstrate

	<p>safe operation of theatre equipment, tools, and raw materials.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a>  Remarks/Examples  e.g., tools, ladders, paint, sewing machines, dyes, cosmetics</p>
<p><b><u><a href="#">TH.912.S.2.6 :</a></u></b></p>	<p>Transfer acting and technical skills and techniques from one piece of dramatic text to another.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a></p>
<p><b><u><a href="#">TH.912.S.2.9 :</a></u></b></p>	<p>Research and defend one’s own artistic choices as a designer.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a></p>
<p><b><u><a href="#">TH.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a></u></b></p>	
<p><b><u><a href="#">TH.912.S.3.1 :</a></u></b></p>	<p>Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a></p>
<p><b><u><a href="#">VA.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</a></u></b></p>	
<p><b><u><a href="#">VA.912.S.1.7 :</a></u></b></p>	<p>Manipulate lighting effects, using various media to create desired results.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</a>  Remarks/Examples  e.g., portrait photography, painting reflection, digital rendering, aperture vs. shutter speed</p>



## RELATED GLOSSARY TERM DEFINITIONS (12)

<b>Circuit:</b>	An interconnection of electrical elements forming a complete path for the flow of current.
<b>Current :</b>	The amount of electric charge flowing past a specified circuit point per unit time.
<b>Energy:</b>	The capacity to do work.
<b>Frequency:</b>	The number of cycles or waves per unit time.
<b>Law :</b>	A statement that describes invariable relationships among phenomena under a specified set of conditions.
<b>Motion:</b>	The act or process of changing position and/or direction.
<b>Power:</b>	The rate at which work is done, expressed as the amount of work per unit time and commonly measured in units such as the watt and horsepower.
<b>Resistance :</b>	The opposition of a body or substance to current passing through it, resulting in a change of electrical energy into heat or another form of energy.
<b>Velocity:</b>	The time rate at which a body changes its position vector; quantity whose magnitude is expressed in units of distance over time.
<b>Vibration:</b>	A periodic and repetitive movement around an equilibrium point.
<b>Voltage:</b>	A measure of the difference in electric potential between two points in space, a material, or an electric circuit, expressed in volts.
<b>Wavelength:</b>	The distance between crests of a wave.



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# Course: Technical Theatre: Design and Production for Scenery and Props- 0400407

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4089.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Technical Theatre: Design and Production for Scenery and Props
<b>Course Number:</b>	0400407
<b>Course Abbreviated Title:</b>	TECH THE D/P SCEN PR
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Drama - Theatre Arts</a> <b>SubSubject:</b> <a href="#">General</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	Students focus on learning the basic tools and procedures for designing and creating scenery and properties (props) with particular attention to technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Students also learn the standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; through various self-assessment tools. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

## STANDARDS (40)

**In addition to the listed benchmarks and standards, the following mathematical practices are required content:**

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.K12.MP.7.1: Look for and make use of structure.

**In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:**

LACC.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

LACC.910.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

<a href="#"><u>LACC.910.RST.1.1:</u></a>	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
<a href="#"><u>LACC.910.RST.1.3:</u></a>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<a href="#"><u>LACC.910.RST.2.4:</u></a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#"><u>LACC.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LACC.910.SL.1.3:</u></a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LACC.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

<a href="#"><u>LACC.910.SL.2.5:</u></a>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<a href="#"><u>LACC.910.WHST.3.8:</u></a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#"><u>PE.912.M.1.5:</u></a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#"><u>TH.912.C.1.3:</u></a>	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
<a href="#"><u>TH.912.C.1.4:</u></a>	<p>Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. Remarks/Examples</p> <p>e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level</p>
<a href="#"><u>TH.912.C.1.6:</u></a>	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
<a href="#"><u>TH.912.C.2.1:</u></a>	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
<a href="#"><u>TH.912.C.2.3:</u></a>	<p>Analyze different types of stage configurations to determine the effects of each as potential production solutions. Remarks/Examples</p> <p>e.g., proscenium, thrust, arena, black box</p>
<a href="#"><u>TH.912.C.2.7:</u></a>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<a href="#"><u>TH.912.C.2.8:</u></a>	<p>Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Remarks/Examples</p>

	e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
<a href="#"><u>TH.912.C.3.1:</u></a>	Explore commonalities between works of theatre and other performance media. Remarks/Examples e.g., dance, mime, movies, street theatre, poetry reading
<a href="#"><u>TH.912.F.1.1:</u></a>	Synthesize research, analysis, and imagination to create believable characters and settings. Remarks/Examples e.g., scenery, costumes, props
<a href="#"><u>TH.912.F.2.1:</u></a>	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. Remarks/Examples e.g., body of work, references, résumé, artist statement
<a href="#"><u>TH.912.F.3.3:</u></a>	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
<a href="#"><u>TH.912.F.3.4:</u></a>	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. Remarks/Examples e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
<a href="#"><u>TH.912.H.1.2:</u></a>	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
<a href="#"><u>TH.912.H.1.5:</u></a>	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
<a href="#"><u>TH.912.H.2.5:</u></a>	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
<a href="#"><u>TH.912.H.3.2:</u></a>	Compare the applications of various art forms used in theatre production.
<a href="#"><u>TH.912.H.3.3:</u></a>	Apply knowledge of non-theatre content areas to enhance

	<p>presentations of characters, environments, and actions in performance.</p> <p>Remarks/Examples</p> <p>e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages</p>
<a href="#"><u>TH.912.O.1.1:</u></a>	<p>Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.</p> <p>Remarks/Examples</p> <p>e.g., beats, actions, subtext</p>
<a href="#"><u>TH.912.O.1.3:</u></a>	<p>Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.</p>
<a href="#"><u>TH.912.O.3.2:</u></a>	<p>Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.</p> <p>Remarks/Examples</p> <p>e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round</p>
<a href="#"><u>TH.912.O.3.5:</u></a>	<p>Design technical elements to document the progression of a character, plot, or theme.</p>
<a href="#"><u>TH.912.O.3.6:</u></a>	<p>Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents.</p> <p>Remarks/Examples</p> <p>e.g., scale rule, lighting template, stock furniture template, USITT standards</p>
<a href="#"><u>TH.912.S.1.8:</u></a>	<p>Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.</p> <p>Remarks/Examples</p> <p>e.g., cultural, historical, symbolic, interpretive</p>
<a href="#"><u>TH.912.S.2.1:</u></a>	<p>Create one or more technical design documents for a theatrical production.</p> <p>Remarks/Examples</p>

	e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot
<a href="#"><u>TH.912.S.2.2:</u></a>	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials. Remarks/Examples e.g., tools, ladders, paint, sewing machines, dyes, cosmetics
<a href="#"><u>TH.912.S.2.6:</u></a>	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
<a href="#"><u>TH.912.S.2.9:</u></a>	Research and defend one's own artistic choices as a designer.
<a href="#"><u>TH.912.S.3.1:</u></a>	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
<a href="#"><u>VA.912.C.1.7:</u></a>	Analyze challenges and identify solutions for three-dimensional structural problems.
<a href="#"><u>VA.912.S.2.2:</u></a>	Focus on visual information and processes to complete the artistic concept.
<a href="#"><u>VA.912.S.3.1:</u></a>	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.



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# Course: Acting 4 Honors- 0400400

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4083.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Acting 4 Honors
<b>Course Number:</b>	0400400
<b>Course Abbreviated Title:</b>	ACTING 4 HON
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Drama - Theatre Arts</a> <b>SubSubject:</b> <a href="#">General</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Honors?</b>	Yes
<b>Version Description:</b>	Students create characters for theatrical and film/video productions through scene, character, and technical analysis. Through improvisation, script writing, and aesthetic creation and collaboration, actors refine their working knowledge and independent thought, articulating and justifying their creative choices. Students' "critical eye" becomes more developed and significant mastery of artistic choices becomes evident. An inquiry-based capstone project may be required. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.
<b>General Notes:</b>	<b>Honors and Advanced Level Course Note:</b> Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas

	that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.
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**STANDARDS (63)**

**In addition to the listed benchmarks and standards, the following mathematical practices are required content:**

- MACC.K12.MP.5.1: Use appropriate tools strategically.
- MACC.K12.MP.6.1: Attend to precision.
- MACC.K12.MP.7.1: Look for and make use of structure.

**In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:**

LACC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<a href="#"><u>LACC.1112.RH.1.1:</u></a>	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
<a href="#"><u>LACC.1112.RL.1.3:</u></a>	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
<a href="#"><u>LACC.1112.RL.2.5:</u></a>	Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
<a href="#"><u>LACC.1112.RL.2.6:</u></a>	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
<a href="#"><u>LACC.1112.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies

	among the data.
<a href="#"><u>LACC.1112.SL.1.3:</u></a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#"><u>LACC.1112.SL.2.4:</u></a>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<a href="#"><u>LACC.1112.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LACC.1112.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LACC.1112.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>PE.912.C.2.3:</u></a>	Analyze the movement performance of self and others. Remarks/Examples Some examples are video analysis and checklist.
<a href="#"><u>PE.912.M.1.5:</u></a>	Apply strategies for self improvement based on individual strengths and needs.
<a href="#"><u>PE.912.M.1.8:</u></a>	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
<a href="#"><u>TH.912.C.1.2:</u></a>	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement. Remarks/Examples e.g., physical, vocal, emotional
<a href="#"><u>TH.912.C.1.3:</u></a>	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.

<a href="#"><u>TH.912.C.1.5:</u></a>	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
<a href="#"><u>TH.912.C.1.7:</u></a>	Justify personal perceptions of a director's vision and/or playwright's intent.
<a href="#"><u>TH.912.C.2.1:</u></a>	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
<a href="#"><u>TH.912.C.2.2:</u></a>	Construct imaginative, complex scripts and revise them in collaboration with actors to convey story and meaning to an audience. Remarks/Examples e.g., multiple characters, multiple settings, multiple time periods
<a href="#"><u>TH.912.C.2.5:</u></a>	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
<a href="#"><u>TH.912.C.2.6:</u></a>	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
<a href="#"><u>TH.912.C.2.7:</u></a>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
<a href="#"><u>TH.912.C.2.8:</u></a>	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Remarks/Examples e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
<a href="#"><u>TH.912.C.3.1:</u></a>	Explore commonalities between works of theatre and other performance media. Remarks/Examples e.g., dance, mime, movies, street theatre, poetry reading
<a href="#"><u>TH.912.C.3.2:</u></a>	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
<a href="#"><u>TH.912.F.1.1:</u></a>	Synthesize research, analysis, and imagination to create believable characters and settings. Remarks/Examples

	e.g., scenery, costumes, props
<a href="#"><u>TH.912.F.2.1:</u></a>	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity. Remarks/Examples e.g., body of work, references, résumé, artist statement
<a href="#"><u>TH.912.F.2.3:</u></a>	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
<a href="#"><u>TH.912.F.3.3:</u></a>	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
<a href="#"><u>TH.912.F.3.4:</u></a>	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. Remarks/Examples e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity
<a href="#"><u>TH.912.F.3.5:</u></a>	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce. Remarks/Examples e.g., script-writing, set design, costume design
<a href="#"><u>TH.912.F.3.6:</u></a>	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application. Remarks/Examples e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting
<a href="#"><u>TH.912.H.1.1:</u></a>	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
<a href="#"><u>TH.912.H.1.3:</u></a>	Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.
<a href="#"><u>TH.912.H.1.4:</u></a>	Interpret a text through different social, cultural, and historical lenses

	to consider how perspective and context shape a work and its characters.
<a href="#"><u>TH.912.H.1.5:</u></a>	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
<a href="#"><u>TH.912.H.2.2:</u></a>	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
<a href="#"><u>TH.912.H.2.3:</u></a>	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
<a href="#"><u>TH.912.H.2.7:</u></a>	Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.
<a href="#"><u>TH.912.H.2.8:</u></a>	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
<a href="#"><u>TH.912.H.3.1:</u></a>	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. Remarks/Examples e.g., time management, interpersonal skills, making priorities
<a href="#"><u>TH.912.H.3.3:</u></a>	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Remarks/Examples e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages
<a href="#"><u>TH.912.O.1.1:</u></a>	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Remarks/Examples e.g., beats, actions, subtext
<a href="#"><u>TH.912.O.1.3:</u></a>	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
<a href="#"><u>TH.912.O.2.4:</u></a>	Construct and perform a pantomime of a complete story, showing a

	full character arc.
<a href="#"><u>TH.912.O.2.6:</u></a>	Deconstruct a play, using an established theory, to understand its dramatic structure. Remarks/Examples e.g., Aristotle's Poetics
<a href="#"><u>TH.912.O.2.8:</u></a>	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.
<a href="#"><u>TH.912.O.3.4:</u></a>	Create a performance piece to document a significant issue or event. Remarks/Examples e.g., pantomime, improvisation, scene, monologue
<a href="#"><u>TH.912.S.1.3:</u></a>	Develop criteria that may be applied to the selection and performance of theatrical work. Remarks/Examples e.g., appropriate to available actors, budget, venue, appropriate to community values
<a href="#"><u>TH.912.S.1.4:</u></a>	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria. Remarks/Examples e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
<a href="#"><u>TH.912.S.1.5:</u></a>	Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.
<a href="#"><u>TH.912.S.1.6:</u></a>	Respond appropriately to directorial choices for improvised and scripted scenes.
<a href="#"><u>TH.912.S.1.8:</u></a>	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent. Remarks/Examples e.g., cultural, historical, symbolic, interpretive
<a href="#"><u>TH.912.S.2.3:</u></a>	Demonstrate an understanding of a dramatic work by developing a

	<p>character analysis for one or more of its major characters and show how the analysis clarifies the character’s physical and emotional dimensions.</p> <p>Remarks/Examples</p> <p>e.g., relationships, wants, needs, motivations</p>
<a href="#"><u>TH.912.S.2.4:</u></a>	Sustain a character or follow technical cues in a production piece to show focus.
<a href="#"><u>TH.912.S.2.5:</u></a>	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
<a href="#"><u>TH.912.S.2.6:</u></a>	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
<a href="#"><u>TH.912.S.3.1:</u></a>	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
<a href="#"><u>TH.912.S.3.2:</u></a>	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
<a href="#"><u>TH.912.S.3.3:</u></a>	Develop acting skills and techniques in the rehearsal process.
<a href="#"><u>TH.912.S.3.6:</u></a>	Compare the Stanislavski Method with other acting methods to support development of a personal method.
<a href="#"><u>TH.912.S.3.7:</u></a>	Demonstrate the audition process by researching and selecting monologues and presenting a memorized selection.
<a href="#"><u>TH.912.S.3.9:</u></a>	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.





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# Course: Acting 3- 0400390

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## BASIC INFORMATION

<b>Course Title:</b>	Acting 3
<b>Course Number:</b>	0400390
<b>Course Abbreviated Title:</b>	ACTING 3
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Drama - Theatre Arts</a> <b>SubSubject:</b> <a href="#">General</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	Students focus on development of significant acting skills and knowledge of the actor's literature, compiling a working actor's portfolio for exhibition and/or the interview process. They research potential job opportunities in the film, television, game animation, and theatre industries, as well as scholarships and opportunities available at the university level. An inquiry-based capstone project may be required. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

## STANDARDS (61)

**In addition to the listed benchmarks and standards, the following mathematical practices are required content:**

- MACC.K12.MP.5.1: Use appropriate tools strategically.
- MACC.K12.MP.6.1: Attend to precision.
- MACC.K12.MP.7.1: Look for and make use of structure.

**In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:**

LACC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**[LACC.1112.RH.1 Key Ideas and Details](#)**

**[LACC.1112.RH.1.1 :](#)**

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

**[LACC.1112.RL.1 Key Ideas and Details](#)**

**[LACC.1112.RL.1.3 :](#)**

Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

**[LACC.1112.RL.2 Craft and Structure](#)**

**[LACC.1112.RL.2.6 :](#)**

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

**[LACC.1112.RL.3 Integration of Knowledge and Ideas](#)**

**LACC.1112.RL.3.7 :**

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Integration of Knowledge and Ideas](#)

**LACC.1112.SL.1 Comprehension and Collaboration**

**LACC.1112.SL.1.2 :**

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

**LACC.1112.SL.1.3 :**

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

**LACC.1112.SL.2 Presentation of Knowledge and Ideas**

**LACC.1112.SL.2.4 :**

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

**LACC.1112.WHST.2 Production and Distribution of Writing**

**LACC.1112.WHST.2.4 :**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

	<p>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Production and Distribution of Writing</a></p>
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**[LACC.1112.WHST.3 Research to Build and Present Knowledge](#)**

<p><b><u><a href="#">LACC.1112.WHST.3.7</a></u></b> :</p>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.          Cognitive Complexity: Level 4: Extended Thinking &amp; Complex Reasoning   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Research to Build and Present Knowledge</a></p>
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**[PE.912.C.2 Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.](#)**

<p><b><u><a href="#">PE.912.C.2.3</a></u></b> :</p>	<p>Analyze the movement performance of self and others.          Cognitive Complexity: N/A   Date Adopted or Revised: 04/13          Belongs to: <a href="#">Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</a>          Remarks/Examples          Some examples are video analysis and checklist.</p>
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**[PE.912.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)**

<p><b><u><a href="#">PE.912.M.1.5</a></u></b> :</p>	<p>Apply strategies for self improvement based on individual strengths and needs.          Cognitive Complexity: N/A   Date Adopted or Revised: 04/13          Belongs to: <a href="#">Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a></p>
<p><b><u><a href="#">PE.912.M.1.8</a></u></b> :</p>	<p>Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.          Cognitive Complexity: N/A   Date Adopted or Revised: 04/13          Belongs to: <a href="#">Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</a></p>

**[TH.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)**

**TH.912.C.1.2 :**

Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., physical, vocal, emotional

**TH.912.C.1.3 :**

Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

**TH.912.C.1.5 :**

Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

**TH.912.C.1.7 :**

Justify personal perceptions of a director's vision and/or playwright's intent.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

**TH.912.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.**

**TH.912.C.2.1 :**

Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

**TH.912.C.2.5 :**

Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

**TH.912.C.2.6 :**

Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.

	<p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</a></p>
<b><u>TH.912.C.2.7 :</u></b>	<p>Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</a></p>
<b><u>TH.912.C.2.8 :</u></b>	<p>Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</a></p> <p>Remarks/Examples</p> <p>e.g., peer assessment, rubric, criteria, coaching, feedback, criticism</p>
<p><b><u><a href="#">TH.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</a></u></b></p>	
<b><u>TH.912.C.3.1 :</u></b>	<p>Explore commonalities between works of theatre and other performance media.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</a></p> <p>Remarks/Examples</p> <p>e.g., dance, mime, movies, street theatre, poetry reading</p>
<b><u>TH.912.C.3.2 :</u></b>	<p>Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</a></p>
<p><b><u><a href="#">TH.912.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</a></u></b></p>	
<b><u>TH.912.F.1.1 :</u></b>	<p>Synthesize research, analysis, and imagination to create believable characters and settings.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Creating, interpreting, and responding in the arts stimulate the</a></p>

	<p><a href="#">imagination and encourage innovation and creative risk-taking.</a></p> <p>Remarks/Examples</p> <p>e.g., scenery, costumes, props</p>
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**[TH.912.F.2 Careers in and related to the arts significantly and positively impact local and global economies.](#)**

<b><u>TH.912.F.2.1 :</u></b>	<p>Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Careers in and related to the arts significantly and positively impact local and global economies.</a></p> <p>Remarks/Examples</p> <p>e.g., body of work, references, résumé, artist statement</p>
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<b><u>TH.912.F.2.2 :</u></b>	<p>Assess the skills needed for theatre-related jobs in the community to support career selection.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Careers in and related to the arts significantly and positively impact local and global economies.</a></p>
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<b><u>TH.912.F.2.5 :</u></b>	<p>Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Careers in and related to the arts significantly and positively impact local and global economies.</a></p>
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**[TH.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)**

<b><u>TH.912.F.3.3 :</u></b>	<p>Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</a></p>
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<b><u>TH.912.F.3.4 :</u></b>	<p>Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</a></p> <p>Remarks/Examples</p>
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	<p>e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity</p>
<p><b><u>TH.912.F.3.6 :</u></b></p>	<p>Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</a>  Remarks/Examples  e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting</p>
<p><b><u>TH.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).</u></b></p>	
<p><b><u>TH.912.H.1.1 :</u></b></p>	<p>Analyze how playwrights’ work reflects the cultural and socio-political framework in which it was created.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a></p>
<p><b><u>TH.912.H.1.2 :</u></b></p>	<p>Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one’s perspective of the world.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a></p>
<p><b><u>TH.912.H.1.4 :</u></b></p>	<p>Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a></p>
<p><b><u>TH.912.H.1.5 :</u></b></p>	<p>Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a></p>
<p><b><u>TH.912.H.2 The arts reflect and document cultural trends and historical events, and help</u></b></p>	

**explain how new directions in the arts have emerged.**

**TH.912.H.2.2 :**

Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

**TH.912.H.2.3 :**

Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

**TH.912.H.2.4 :**

Research the intent of, and critical reaction to, artists in history who created groundbreaking, innovative, or controversial works.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

**TH.912.H.2.7 :**

Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

**TH.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.**

**TH.912.H.3.1 :**

Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

Remarks/Examples

e.g., time management, interpersonal skills, making priorities

**TH.912.H.3.3 :**

Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen](#)

	<p><a href="#">learning and the ability to transfer knowledge and skills to and from other fields.</a></p> <p>Remarks/Examples</p> <p>e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages</p>
<p><b><u><a href="#">TH.912.H.3.4 :</a></u></b></p>	<p>Create a routine of wellness and care for the actor’s physical being as a performance instrument.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</a></p>
<p><b><u><a href="#">TH.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</a></u></b></p>	
<p><b><u><a href="#">TH.912.O.1.1 :</a></u></b></p>	<p>Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</a></p> <p>Remarks/Examples</p> <p>e.g., beats, actions, subtext</p>
<p><b><u><a href="#">TH.912.O.1.3 :</a></u></b></p>	<p>Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</a></p>
<p><b><u><a href="#">TH.912.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</a></u></b></p>	
<p><b><u><a href="#">TH.912.O.2.2 :</a></u></b></p>	<p>Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</a></p>
<p><b><u><a href="#">TH.912.O.2.4 :</a></u></b></p>	<p>Construct and perform a pantomime of a complete story, showing a full character arc.</p>

	<p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</a></p>
<p><b><u>TH.912.O.2.8 :</u></b></p>	<p>Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</a></p>
<p><b><u>TH.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</u></b></p>	
<p><b><u>TH.912.O.3.1 :</u></b></p>	<p>Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</a>          Remarks/Examples          e.g., correct terminology, plots, production meetings, headset etiquette</p>
<p><b><u>TH.912.O.3.4 :</u></b></p>	<p>Create a performance piece to document a significant issue or event.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</a>          Remarks/Examples          e.g., pantomime, improvisation, scene, monologue</p>
<p><b><u>TH.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</u></b></p>	
<p><b><u>TH.912.S.1.2 :</u></b></p>	<p>Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</a></p>
<p><b><u>TH.912.S.1.3 :</u></b></p>	<p>Develop criteria that may be applied to the selection and performance of theatrical work.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p>

	<p>Belongs to: <a href="#">The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</a></p> <p>Remarks/Examples</p> <p>e.g., appropriate to available actors, budget, venue, appropriate to community values</p>
<p><b><u><a href="#">TH.912.S.1.6 :</a></u></b></p>	<p>Respond appropriately to directorial choices for improvised and scripted scenes.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</a></p>
<p><b><u><a href="#">TH.912.S.1.8 :</a></u></b></p>	<p>Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</a></p> <p>Remarks/Examples</p> <p>e.g., cultural, historical, symbolic, interpretive</p>
<p><b><u><a href="#">TH.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a></u></b></p>	
<p><b><u><a href="#">TH.912.S.2.3 :</a></u></b></p>	<p>Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character’s physical and emotional dimensions.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a></p> <p>Remarks/Examples</p> <p>e.g., relationships, wants, needs, motivations</p>
<p><b><u><a href="#">TH.912.S.2.4 :</a></u></b></p>	<p>Sustain a character or follow technical cues in a production piece to show focus.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a></p>

<p><b><u>TH.912.S.2.5 :</u></b></p>	<p>Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a></p>
<p><b><u>TH.912.S.2.6 :</u></b></p>	<p>Transfer acting and technical skills and techniques from one piece of dramatic text to another.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a></p>
<p><b><u>TH.912.S.2.8 :</u></b></p>	<p>Strengthen acting skills by engaging in theatre games and improvisations.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a></p> <p>Remarks/Examples</p> <p>e.g., concentration, observation, imagination, sense memory, listening, reacting</p>
<p><b><u>TH.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</u></b></p>	
<p><b><u>TH.912.S.3.2 :</u></b></p>	<p>Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a></p>
<p><b><u>TH.912.S.3.3 :</u></b></p>	<p>Develop acting skills and techniques in the rehearsal process.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a></p>
<p><b><u>TH.912.S.3.5 :</u></b></p>	<p>Conduct a comparative analysis of acting methods and the teacher-artists who developed them as a foundational guide to acting.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a></p>

**TH.912.S.3.7 :**

Demonstrate the audition process by researching and selecting monologues and presenting a memorized selection.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)



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# Course: Acting 2- 0400380

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## BASIC INFORMATION

<b>Course Title:</b>	Acting 2
<b>Course Number:</b>	0400380
<b>Course Abbreviated Title:</b>	ACTING 2
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Drama - Theatre Arts</a> <b>SubSubject:</b> <a href="#">General</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	Students examine the various dimensions of characters through analysis, discussion, and classroom performance, working with scripts from a variety of time periods and cultures. They learn to break down a scene from a character's point of view, and also learn to sustain a character and build the relationship between actor and audience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

## STANDARDS (49)

In addition to the listed benchmarks and standards, the following mathematical practices



**are required content:**

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.K12.MP.7.1: Look for and make use of structure.

**In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:**

LACC.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

LACC.910.SL.1.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

**[LACC.910.RH.1 Key Ideas and Details](#)**

**[LACC.910.RH.1.1 :](#)**

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

**[LACC.910.RL.1 Key Ideas and Details](#)**

**[LACC.910.RL.1.3 :](#)**

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

**[LACC.910.RL.2 Craft and Structure](#)**

**LACC.910.RL.2.4 :**

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10  
Belongs to: [Craft and Structure](#)

**LACC.910.RL.2.5 :**

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10  
Belongs to: [Craft and Structure](#)

**LACC.910.SL.1 Comprehension and Collaboration**

**LACC.910.SL.1.2 :**

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10  
Belongs to: [Comprehension and Collaboration](#)

**LACC.910.SL.1.3 :**

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10  
Belongs to: [Comprehension and Collaboration](#)

**LACC.910.SL.2 Presentation of Knowledge and Ideas**

**LACC.910.SL.2.4 :**

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10  
Belongs to: [Presentation of Knowledge and Ideas](#)

**LACC.910.WHST.2 Production and Distribution of Writing**

**LACC.910.WHST.2.4 :**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Production and Distribution of Writing](#)

**PE.912.C.2 Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.**

**PE.912.C.2.3 :**

Analyze the movement performance of self and others.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.](#)

Remarks/Examples

Some examples are video analysis and checklist.

**PE.912.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.**

**PE.912.M.1.5 :**

Apply strategies for self improvement based on individual strengths and needs.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)

**PE.912.M.1.8 :**

Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)

**TH.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.**

**TH.912.C.1.2 :**

Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

	e.g., physical, vocal, emotional
<b><u>TH.912.C.1.3 :</u></b>	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</a>
<b><u>TH.912.C.1.5 :</u></b>	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</a>
<b><u>TH.912.C.1.7 :</u></b>	Justify personal perceptions of a director's vision and/or playwright's intent. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</a>
<b><u>TH.912.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</u></b>	
<b><u>TH.912.C.2.1 :</u></b>	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</a>
<b><u>TH.912.C.2.5 :</u></b>	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</a>
<b><u>TH.912.C.2.6 :</u></b>	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</a>
<b><u>TH.912.C.2.7 :</u></b>	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10

	Belongs to: <a href="#">Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</a>
<b><u>TH.912.C.2.8 :</u></b>	<p>Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</a></p> <p>Remarks/Examples</p> <p>e.g., peer assessment, rubric, criteria, coaching, feedback, criticism</p>

**TH.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.**

<b><u>TH.912.C.3.1 :</u></b>	<p>Explore commonalities between works of theatre and other performance media.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</a></p> <p>Remarks/Examples</p> <p>e.g., dance, mime, movies, street theatre, poetry reading</p>
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**TH.912.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.**

<b><u>TH.912.F.1.1 :</u></b>	<p>Synthesize research, analysis, and imagination to create believable characters and settings.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</a></p> <p>Remarks/Examples</p> <p>e.g., scenery, costumes, props</p>
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**TH.912.F.2 Careers in and related to the arts significantly and positively impact local and global economies.**

<b><u>TH.912.F.2.1 :</u></b>	<p>Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Careers in and related to the arts significantly and positively impact</a></p>
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	<p><a href="#">local and global economies.</a></p> <p>Remarks/Examples</p> <p>e.g., body of work, references, résumé, artist statement</p>
<p><b><a href="#">TH.912.F.2.2 :</a></b></p>	<p>Assess the skills needed for theatre-related jobs in the community to support career selection.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Careers in and related to the arts significantly and positively impact local and global economies.</a></p>
<p><b><a href="#">TH.912.F.2.3 :</a></b></p>	<p>Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Careers in and related to the arts significantly and positively impact local and global economies.</a></p>
<p><b><a href="#">TH.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</a></b></p>	
<p><b><a href="#">TH.912.F.3.3 :</a></b></p>	<p>Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</a></p>
<p><b><a href="#">TH.912.F.3.6 :</a></b></p>	<p>Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</a></p> <p>Remarks/Examples</p> <p>e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting</p>
<p><b><a href="#">TH.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a></b></p>	
<p><b><a href="#">TH.912.H.1.2 :</a></b></p>	<p>Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one’s perspective of the world.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p>

	Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a>
<b><u>TH.912.H.1.4 :</u></b>	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a>
<b><u>TH.912.H.1.5 :</u></b>	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a>
<b><u>TH.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</u></b>	
<b><u>TH.912.H.2.9 :</u></b>	Create scenes that satirize current political or social events. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</a> Remarks/Examples e.g., improvise, script, perform
<b><u>TH.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</u></b>	
<b><u>TH.912.H.3.1 :</u></b>	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</a> Remarks/Examples e.g., time management, interpersonal skills, making priorities
<b><u>TH.912.H.3.3 :</u></b>	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Cognitive Complexity: N/A   Date Adopted or Revised: 12/10 Belongs to: <a href="#">Connections among the arts and other disciplines strengthen</a>

	<p><a href="#">learning and the ability to transfer knowledge and skills to and from other fields.</a></p> <p>Remarks/Examples</p> <p>e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages</p>
<p><b><u><a href="#">TH.912.H.3.4 :</a></u></b></p>	<p>Create a routine of wellness and care for the actor’s physical being as a performance instrument.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</a></p>
<p><b><u><a href="#">TH.912.H.3.5 :</a></u></b></p>	<p>Explain how the social interactions of daily life are manifested in theatre.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</a></p> <p>Remarks/Examples</p> <p>e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy</p>

**[TH.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)**

<p><b><u><a href="#">TH.912.O.1.1 :</a></u></b></p>	<p>Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</a></p> <p>Remarks/Examples</p> <p>e.g., beats, actions, subtext</p>
<p><b><u><a href="#">TH.912.O.1.3 :</a></u></b></p>	<p>Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</a></p>

**[TH.912.O.2 The structural rules and conventions of an art form serve as both a foundation](#)**



**and departure point for creativity.**

**TH.912.O.2.2 :**

Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

**TH.912.O.2.7 :**

Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

Remarks/Examples

e.g., audience, writing, space, design

**TH.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.**

**TH.912.O.3.4 :**

Create a performance piece to document a significant issue or event.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

Remarks/Examples

e.g., pantomime, improvisation, scene, monologue

**TH.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.**

**TH.912.S.1.1 :**

Describe the interactive effect of audience members and actors on performances.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

**TH.912.S.1.3 :**

Develop criteria that may be applied to the selection and performance of theatrical work.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)  
Remarks/Examples

	<p>e.g., appropriate to available actors, budget, venue, appropriate to community values</p>
<p><b><u>TH.912.S.1.6 :</u></b></p>	<p>Respond appropriately to directorial choices for improvised and scripted scenes.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</a></p>
<p><b><u>TH.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</u></b></p>	
<p><b><u>TH.912.S.2.3 :</u></b></p>	<p>Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character’s physical and emotional dimensions.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a>  Remarks/Examples  e.g., relationships, wants, needs, motivations</p>
<p><b><u>TH.912.S.2.4 :</u></b></p>	<p>Sustain a character or follow technical cues in a production piece to show focus.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a></p>
<p><b><u>TH.912.S.2.6 :</u></b></p>	<p>Transfer acting and technical skills and techniques from one piece of dramatic text to another.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a></p>
<p><b><u>TH.912.S.2.8 :</u></b></p>	<p>Strengthen acting skills by engaging in theatre games and improvisations.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a>  Remarks/Examples</p>

	e.g., concentration, observation, imagination, sense memory, listening, reacting
<p><b><u><a href="#">TH.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a></u></b></p>	
<p><b><u>TH.912.S.3.2 :</u></b></p>	<p>Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <u><a href="#">Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a></u></p>
<p><b><u>TH.912.S.3.3 :</u></b></p>	<p>Develop acting skills and techniques in the rehearsal process.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <u><a href="#">Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a></u></p>



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# Course: Acting 1- 0400370

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4061.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Acting 1
<b>Course Number:</b>	0400370
<b>Course Abbreviated Title:</b>	ACTING 1
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Drama - Theatre Arts</a> <b>SubSubject:</b> <a href="#">General</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	Through improvisation, simple scripted scenes, performance projects, and/or practical application, students learn to identify what makes performances believable and explore the tools used to create, articulate, and execute them. Upon completion of this course, students have a strong foundation for future scene work, script analysis, and play production. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

## STANDARDS (37)

### [LACC.910.RH.1 Key Ideas and Details](#)

#### [LACC.910.RH.1.1 :](#)

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

### [LACC.910.RI.2 Craft and Structure](#)

#### [LACC.910.RI.2.6 :](#)

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

### [LACC.910.RL.2 Craft and Structure](#)

#### [LACC.910.RL.2.4 :](#)

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

### [LACC.910.SL.1 Comprehension and Collaboration](#)

#### [LACC.910.SL.1.2 :](#)

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

#### [LACC.910.SL.1.3 :](#)

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

## [LACC.910.SL.2 Presentation of Knowledge and Ideas](#)

### [LACC.910.SL.2.4 :](#)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

## [LACC.910.WHST.2 Production and Distribution of Writing](#)

### [LACC.910.WHST.2.4 :](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Production and Distribution of Writing](#)

## [PE.912.C.2 Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.](#)

### [PE.912.C.2.3 :](#)

Analyze the movement performance of self and others.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.](#)

Remarks/Examples

Some examples are video analysis and checklist.

## [PE.912.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)

### [PE.912.M.1.5 :](#)

Apply strategies for self improvement based on individual strengths and needs.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)

### [PE.912.M.1.8 :](#)

Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Demonstrate competency in many, and proficiency in a few,](#)

movement forms from a variety of categories.

**TH.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.**

**TH.912.C.1.3 :**

Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

**TH.912.C.1.5 :**

Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

**TH.912.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.**

**TH.912.C.2.1 :**

Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

**TH.912.C.2.7 :**

Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

**TH.912.C.2.8 :**

Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

Remarks/Examples

e.g., peer assessment, rubric, criteria, coaching, feedback, criticism

**TH.912.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.**

**TH.912.F.1.1 :**

Synthesize research, analysis, and imagination to create believable characters and settings.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

Remarks/Examples

e.g., scenery, costumes, props

**TH.912.F.1.2 :**

Solve short conflict-driven scenarios through improvisation.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

**TH.912.F.2 Careers in and related to the arts significantly and positively impact local and global economies.**

**TH.912.F.2.2 :**

Assess the skills needed for theatre-related jobs in the community to support career selection.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

**TH.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.**

**TH.912.F.3.3 :**

Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

**TH.912.F.3.4 :**

Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

Remarks/Examples

e.g., goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity

**TH.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).**



**TH.912.H.1.4 :**

Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

**TH.912.H.1.5 :**

Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

**TH.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.**

**TH.912.H.2.3 :**

Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

**TH.912.H.2.6 :**

Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

**TH.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.**

**TH.912.H.3.1 :**

Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

Remarks/Examples

e.g., time management, interpersonal skills, making priorities

**TH.912.H.3.3 :**

Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

	<p>Belongs to: <a href="#">Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</a></p> <p>Remarks/Examples</p> <p>e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages</p>
<p><b><u>TH.912.H.3.5 :</u></b></p>	<p>Explain how the social interactions of daily life are manifested in theatre.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</a></p> <p>Remarks/Examples</p> <p>e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy</p>
<p><b><u>TH.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</u></b></p>	
<p><b><u>TH.912.O.1.1 :</u></b></p>	<p>Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</a></p> <p>Remarks/Examples</p> <p>e.g., beats, actions, subtext</p>
<p><b><u>TH.912.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</u></b></p>	
<p><b><u>TH.912.O.2.2 :</u></b></p>	<p>Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</a></p>
<p><b><u>TH.912.O.2.4 :</u></b></p>	<p>Construct and perform a pantomime of a complete story, showing a full character arc.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The structural rules and conventions of an art form serve as both a</a></p>

[foundation and departure point for creativity.](#)

**[TH.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)**

**[TH.912.S.1.1 :](#)**

Describe the interactive effect of audience members and actors on performances.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

**[TH.912.S.1.6 :](#)**

Respond appropriately to directorial choices for improvised and scripted scenes.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

**[TH.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)**

**[TH.912.S.2.4 :](#)**

Sustain a character or follow technical cues in a production piece to show focus.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

**[TH.912.S.2.6 :](#)**

Transfer acting and technical skills and techniques from one piece of dramatic text to another.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

**[TH.912.S.2.8 :](#)**

Strengthen acting skills by engaging in theatre games and improvisations.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

Remarks/Examples

e.g., concentration, observation, imagination, sense memory, listening, reacting

**[TH.912.S.3 Through purposeful practice, artists learn to manage, master, and refine](#)**

simple, then complex, skills and techniques.

**TH.912.S.3.2 :**

Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

**TH.912.S.3.3 :**

Develop acting skills and techniques in the rehearsal process.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)



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# Course: Theatre History and Literature 2 Honors- 0400360

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4055.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Theatre History and Literature 2 Honors
<b>Course Number:</b>	0400360
<b>Course Abbreviated Title:</b>	THEA HIST LIT 2 HON
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Drama - Theatre Arts</a> <b>SubSubject:</b> <a href="#">General</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Honors?</b>	Yes
<b>Version Description:</b>	Students' coursework focuses on the origins of western theatre from the Renaissance period to modern theatre. Students research and investigate the dramatic forms and practices of the times through the reading of plays and related literature. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.
<b>General Notes:</b>	<b>Special Notes:</b> <b>Instructional Practices</b> Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any

topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Honors and Advanced Level Course Note:** Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

## STANDARDS (42)

**In addition to the listed benchmarks and standards, the following mathematical practices are required content:**

MACC.K12.MP.7.1: Look for and make use of structure.

**In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:**

LACC.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**LACC.910.RH.1.1:**

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

<a href="#"><u>LACC.910.RL.1.2:</u></a>	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
<a href="#"><u>LACC.910.RL.1.3:</u></a>	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
<a href="#"><u>LACC.910.RL.2.4:</u></a>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
<a href="#"><u>LACC.910.RL.2.5:</u></a>	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
<a href="#"><u>LACC.910.RL.2.6:</u></a>	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
<a href="#"><u>LACC.910.RL.3.7:</u></a>	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
<a href="#"><u>LACC.910.RL.3.9:</u></a>	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
<a href="#"><u>LACC.910.RST.2.4:</u></a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#"><u>LACC.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LACC.910.SL.1.3:</u></a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LACC.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly,

	concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LACC.910.WHST.2.4:</u></a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#"><u>LACC.910.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#"><u>LACC.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>TH.912.C.1.4:</u></a>	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. Remarks/Examples e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
<a href="#"><u>TH.912.C.1.6:</u></a>	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
<a href="#"><u>TH.912.C.2.8:</u></a>	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Remarks/Examples e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
<a href="#"><u>TH.912.C.3.1:</u></a>	Explore commonalities between works of theatre and other performance media. Remarks/Examples e.g., dance, mime, movies, street theatre, poetry reading
<a href="#"><u>TH.912.F.1.4:</u></a>	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
<a href="#"><u>TH.912.F.2.5:</u></a>	Analyze the impact the arts have on local, national, and global



	economies by researching how businesses use the arts to help them be successful.
<a href="#"><u>TH.912.F.3.3:</u></a>	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
<a href="#"><u>TH.912.F.3.5:</u></a>	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce. Remarks/Examples e.g., script-writing, set design, costume design
<a href="#"><u>TH.912.H.1.1:</u></a>	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
<a href="#"><u>TH.912.H.1.2:</u></a>	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
<a href="#"><u>TH.912.H.1.4:</u></a>	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
<a href="#"><u>TH.912.H.1.5:</u></a>	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
<a href="#"><u>TH.912.H.2.10:</u></a>	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.
<a href="#"><u>TH.912.H.2.3:</u></a>	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
<a href="#"><u>TH.912.H.2.6:</u></a>	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
<a href="#"><u>TH.912.H.2.8:</u></a>	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
<a href="#"><u>TH.912.H.2.9:</u></a>	Create scenes that satirize current political or social events. Remarks/Examples e.g., improvise, script, perform
<a href="#"><u>TH.912.H.3.2:</u></a>	Compare the applications of various art forms used in theatre production.

<p><b><u>TH.912.O.1.2:</u></b></p>	<p>Compare the conventions of western theatre with eastern theatre practices. Remarks/Examples</p> <p>e.g., puppetry, masks, stage space, symbolism</p>
<p><b><u>TH.912.O.2.3:</u></b></p>	<p>Create a non-traditional scenic or costume design of a classical play that visually connects it to another time period. Remarks/Examples</p> <p>e.g., Shakespeare, classical Greek</p>
<p><b><u>TH.912.O.2.5:</u></b></p>	<p>Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way. Remarks/Examples</p> <p>e.g., playwrights, performers, directors, producers, designers</p>
<p><b><u>TH.912.O.2.6:</u></b></p>	<p>Deconstruct a play, using an established theory, to understand its dramatic structure. Remarks/Examples</p> <p>e.g., Aristotle's Poetics</p>
<p><b><u>TH.912.O.2.7:</u></b></p>	<p>Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences. Remarks/Examples</p> <p>e.g., audience, writing, space, design</p>
<p><b><u>TH.912.O.3.2:</u></b></p>	<p>Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response. Remarks/Examples</p> <p>e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round</p>
<p><b><u>TH.912.S.1.4:</u></b></p>	<p>Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.</p>

	<p>Remarks/Examples</p> <p>e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues</p>
<p><b><u>TH.912.S.2.3:</u></b></p>	<p>Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character’s physical and emotional dimensions.</p> <p>Remarks/Examples</p> <p>e.g., relationships, wants, needs, motivations</p>
<p><b><u>TH.912.S.3.9:</u></b></p>	<p>Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.</p>



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# Course: Theatre History and Literature 1-0400350

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3985.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Theatre History and Literature 1
<b>Course Number:</b>	0400350
<b>Course Abbreviated Title:</b>	THEA HIST LIT 1
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Drama - Theatre Arts</a> <b>SubSubject:</b> <a href="#">General</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	Students' coursework focuses on the origins of western theatre from ancient civilizations through the Renaissance period. Students research and investigate the dramatic forms and practices of the times through the reading and analysis of plays and related literature. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.
<b>General Notes:</b>	<b>Instructional Practices</b> 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

	<p>helps student learning:</p> <ol style="list-style-type: none"> <li>1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.</li> <li>2. Making close reading and rereading of texts central to lessons.</li> <li>3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.</li> <li>4. Requiring students to support answers with evidence from the text.</li> <li>5. Providing extensive text-based research and writing opportunities (claims and evidence).</li> </ol>
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## STANDARDS (35)

**In addition to the listed benchmarks and standards, the following mathematical practices are required content:**

MACC.K12.MP.7.1: Look for and make use of structure.

**In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:**

LACC.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<a href="#"><u>LACC.910.RH.1.1:</u></a>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
<a href="#"><u>LACC.910.RL.1.2:</u></a>	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
<a href="#"><u>LACC.910.RL.1.3:</u></a>	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

<a href="#"><u>LACC.910.RL.2.4:</u></a>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
<a href="#"><u>LACC.910.RL.2.5:</u></a>	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
<a href="#"><u>LACC.910.RL.2.6:</u></a>	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
<a href="#"><u>LACC.910.RL.3.7:</u></a>	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
<a href="#"><u>LACC.910.RL.3.9:</u></a>	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
<a href="#"><u>LACC.910.RST.2.4:</u></a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<a href="#"><u>LACC.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LACC.910.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LACC.910.SL.2.4:</u></a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#"><u>LACC.910.WHST.3.7:</u></a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

<a href="#"><u>LACC.910.WHST.3.9:</u></a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#"><u>TH.912.C.1.3:</u></a>	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
<a href="#"><u>TH.912.C.1.6:</u></a>	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
<a href="#"><u>TH.912.C.2.8:</u></a>	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism. Remarks/Examples e.g., peer assessment, rubric, criteria, coaching, feedback, criticism
<a href="#"><u>TH.912.C.3.1:</u></a>	Explore commonalities between works of theatre and other performance media. Remarks/Examples e.g., dance, mime, movies, street theatre, poetry reading
<a href="#"><u>TH.912.F.1.4:</u></a>	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
<a href="#"><u>TH.912.F.3.3:</u></a>	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
<a href="#"><u>TH.912.H.1.1:</u></a>	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
<a href="#"><u>TH.912.H.1.2:</u></a>	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
<a href="#"><u>TH.912.H.1.4:</u></a>	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
<a href="#"><u>TH.912.H.1.5:</u></a>	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
<a href="#"><u>TH.912.H.2.2:</u></a>	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
<a href="#"><u>TH.912.H.2.8:</u></a>	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.

<p><a href="#"><u>TH.912.H.3.5:</u></a></p>	<p>Explain how the social interactions of daily life are manifested in theatre.</p> <p>Remarks/Examples</p> <p>e.g., cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy</p>
<p><a href="#"><u>TH.912.O.1.2:</u></a></p>	<p>Compare the conventions of western theatre with eastern theatre practices.</p> <p>Remarks/Examples</p> <p>e.g., puppetry, masks, stage space, symbolism</p>
<p><a href="#"><u>TH.912.O.2.3:</u></a></p>	<p>Create a non-traditional scenic or costume design of a classical play that visually connects it to another time period.</p> <p>Remarks/Examples</p> <p>e.g., Shakespeare, classical Greek</p>
<p><a href="#"><u>TH.912.O.2.5:</u></a></p>	<p>Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way.</p> <p>Remarks/Examples</p> <p>e.g., playwrights, performers, directors, producers, designers</p>
<p><a href="#"><u>TH.912.O.2.6:</u></a></p>	<p>Deconstruct a play, using an established theory, to understand its dramatic structure.</p> <p>Remarks/Examples</p> <p>e.g., Aristotle's Poetics</p>
<p><a href="#"><u>TH.912.O.3.2:</u></a></p>	<p>Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.</p> <p>Remarks/Examples</p> <p>e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round</p>
<p><a href="#"><u>TH.912.S.1.4:</u></a></p>	<p>Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.</p>



	<p>Remarks/Examples</p> <p>e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues</p>
<p><b><u>TH.912.S.2.3:</u></b></p>	<p>Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character’s physical and emotional dimensions.</p> <p>Remarks/Examples</p> <p>e.g., relationships, wants, needs, motivations</p>
<p><b><u>TH.912.S.3.9:</u></b></p>	<p>Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.</p>



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**and departure point for creativity.**

**TH.912.O.2.2 :**

Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

**TH.912.O.2.4 :**

Construct and perform a pantomime of a complete story, showing a full character arc.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

**TH.912.O.2.8 :**

Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

**TH.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.**

**TH.912.O.3.2 :**

Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)  
Remarks/Examples  
e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round

**TH.912.O.3.3 :**

Analyze and demonstrate how to use various media to impact theatrical productions.  
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10  
Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)  
Remarks/Examples  
e.g., projections, digital video, sound, animation, intelligent lighting

**TH.912.O.3.4 :**

Create a performance piece to document a significant issue or

	<p>event.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</a></p> <p>Remarks/Examples</p>
	<p>e.g., pantomime, improvisation, scene, monologue</p>

**TH.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.**

<b><u>TH.912.S.1.1 :</u></b>	<p>Describe the interactive effect of audience members and actors on performances.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</a></p>
<b><u>TH.912.S.1.3 :</u></b>	<p>Develop criteria that may be applied to the selection and performance of theatrical work.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</a></p> <p>Remarks/Examples</p> <p>e.g., appropriate to available actors, budget, venue, appropriate to community values</p>
<b><u>TH.912.S.1.5 :</u></b>	<p>Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</a></p>
<b><u>TH.912.S.1.6 :</u></b>	<p>Respond appropriately to directorial choices for improvised and scripted scenes.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</a></p>

**TH.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.**

<b><u>TH.912.S.2.1 :</u></b>	<p>Create one or more technical design documents for a theatrical production.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p>
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	<p>Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a></p> <p>Remarks/Examples</p> <p>e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot</p>
<p><b><u>TH.912.S.2.2 :</u></b></p>	<p>Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a></p> <p>Remarks/Examples</p> <p>e.g., tools, ladders, paint, sewing machines, dyes, cosmetics</p>
<p><b><u>TH.912.S.2.3 :</u></b></p>	<p>Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character’s physical and emotional dimensions.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a></p> <p>Remarks/Examples</p> <p>e.g., relationships, wants, needs, motivations</p>
<p><b><u>TH.912.S.2.4 :</u></b></p>	<p>Sustain a character or follow technical cues in a production piece to show focus.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a></p>
<p><b><u>TH.912.S.2.5 :</u></b></p>	<p>Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a></p>

<p><b><u>TH.912.S.2.6 :</u></b></p>	<p>Transfer acting and technical skills and techniques from one piece of dramatic text to another.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a></p>
<p><b><u>TH.912.S.2.8 :</u></b></p>	<p>Strengthen acting skills by engaging in theatre games and improvisations.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a>  Remarks/Examples  e.g., concentration, observation, imagination, sense memory, listening, reacting</p>
<p><b><u>TH.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</u></b></p>	
<p><b><u>TH.912.S.3.2 :</u></b></p>	<p>Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a></p>
<p><b><u>TH.912.S.3.3 :</u></b></p>	<p>Develop acting skills and techniques in the rehearsal process.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a></p>





# Course: Theatre 3 Honors- 0400330

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4041.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Theatre 3 Honors
<b>Course Number:</b>	0400330
<b>Course Abbreviated Title:</b>	THEATRE 3 HON
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> <b>Subject:</b> <a href="#">Drama - Theatre Arts</a> <b>SubSubject:</b> <a href="#">General</a>
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Honors?</b>	Yes
<b>Version Description:</b>	This course is designed for students with significant experience in theatre, and promotes depth of engagement and lifelong appreciation for theatre through a broad spectrum of teacher-assigned and self-directed study and performance. Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.
<b>General Notes:</b>	All instruction related to Theatre benchmarks should be framed by

	<p>the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p><b>Special Note:</b> This course requires students to participate in extra rehearsals and performances beyond the school day.</p> <p><b>Honors and Advanced Level Course Note:</b> Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.</p>
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**STANDARDS (84)**

**In addition to the listed benchmarks and standards, the following mathematical practices are required content:**

- MACC.K12.MP.5.1: Use appropriate tools strategically.
- MACC.K12.MP.6.1: Attend to precision.
- MACC.K12.MP.7.1: Look for and make use of structure.

**In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:**

LACC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<b><u><a href="#">LACC.1112.RL.1 Key Ideas and Details</a></u></b>	
<b><u><a href="#">LACC.1112.RL.1.2</a></u> :</b>	<p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Key Ideas and Details</a></p>



**LACC.1112.RL.1.3 :**

Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

**LACC.1112.RST.2 Craft and Structure**

**LACC.1112.RST.2.4 :**

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

**LACC.1112.SL.1 Comprehension and Collaboration**

**LACC.1112.SL.1.2 :**

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

**LACC.1112.SL.1.3 :**

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

**LACC.1112.SL.2 Presentation of Knowledge and Ideas**

**LACC.1112.SL.2.4 :**

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

### **LACC.1112.WHST.2 Production and Distribution of Writing**

#### **LACC.1112.WHST.2.4**

:

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Production and Distribution of Writing](#)

#### **LACC.1112.WHST.2.5**

:

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Production and Distribution of Writing](#)

### **LACC.1112.WHST.3 Research to Build and Present Knowledge**

#### **LACC.1112.WHST.3.7**

:

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Research to Build and Present Knowledge](#)

#### **LACC.1112.WHST.3.9**

:

Draw evidence from informational texts to support analysis, reflection, and research.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Research to Build and Present Knowledge](#)

### **MU.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.**

#### **MU.912.S.3.4 :**

Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

### **PE.912.C.2 Identify, analyze and evaluate movement concepts, mechanical principles,**

**safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.**

**PE.912.C.2.3 :**

Analyze the movement performance of self and others.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.](#)

Remarks/Examples

Some examples are video analysis and checklist.

**PE.912.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.**

**PE.912.M.1.5 :**

Apply strategies for self improvement based on individual strengths and needs.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)

**PE.912.M.1.8 :**

Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)

**TH.912.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.**

**TH.912.C.1.2 :**

Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., physical, vocal, emotional

**TH.912.C.1.3 :**

Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

<p><b><u>TH.912.C.1.4 :</u></b></p>	<p>Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</a></p> <p>Remarks/Examples</p> <hr/> <p>e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level</p>
<p><b><u>TH.912.C.1.5 :</u></b></p>	<p>Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</a></p>
<p><b><u>TH.912.C.1.6 :</u></b></p>	<p>Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</a></p>
<p><b><u>TH.912.C.1.7 :</u></b></p>	<p>Justify personal perceptions of a director’s vision and/or playwright’s intent.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</a></p>
<p><b><u>TH.912.C.1.8 :</u></b></p>	<p>Apply the components of aesthetics and criticism to a theatrical performance or design.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</a></p> <p>Remarks/Examples</p> <hr/> <p>e.g., description, interpretation, judgment, theorizing</p>
<p><b><u>TH.912.C.2 Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</u></b></p>	
<p><b><u>TH.912.C.2.1 :</u></b></p>	<p>Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.</p>

	<p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</a></p>
<p><b><u>TH.912.C.2.3 :</u></b></p>	<p>Analyze different types of stage configurations to determine the effects of each as potential production solutions.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</a>          Remarks/Examples          e.g., proscenium, thrust, arena, black box</p>
<p><b><u>TH.912.C.2.4 :</u></b></p>	<p>Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</a></p>
<p><b><u>TH.912.C.2.5 :</u></b></p>	<p>Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</a></p>
<p><b><u>TH.912.C.2.6 :</u></b></p>	<p>Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</a></p>
<p><b><u>TH.912.C.2.7 :</u></b></p>	<p>Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</a></p>
<p><b><u>TH.912.C.2.8 :</u></b></p>	<p>Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</a>          Remarks/Examples          e.g., peer assessment, rubric, criteria, coaching, feedback, criticism</p>

**TH.912.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.**

**TH.912.C.3.1 :**

Explore commonalities between works of theatre and other performance media.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

Remarks/Examples

e.g., dance, mime, movies, street theatre, poetry reading

**TH.912.C.3.2 :**

Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

**TH.912.C.3.3 :**

Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

**TH.912.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.**

**TH.912.F.1.1 :**

Synthesize research, analysis, and imagination to create believable characters and settings.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

Remarks/Examples

e.g., scenery, costumes, props

**TH.912.F.1.2 :**

Solve short conflict-driven scenarios through improvisation.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

**TH.912.F.1.3 :**

Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the](#)

imagination and encourage innovation and creative risk-taking.

**TH.912.F.2 Careers in and related to the arts significantly and positively impact local and global economies.**

**TH.912.F.2.1 :**

Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., body of work, references, résumé, artist statement

**TH.912.F.2.2 :**

Assess the skills needed for theatre-related jobs in the community to support career selection.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

**TH.912.F.2.3 :**

Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

**TH.912.F.2.5 :**

Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

**TH.912.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.**

**TH.912.F.3.3 :**

Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

**TH.912.F.3.6 :**

Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application.

	<p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</a>          Remarks/Examples          e.g., time management, organization, public speaking, creative writing, leadership, collaboration, design, construction, business management, accounting</p>
<p><b><u>TH.912.F.3.7 :</u></b></p>	<p>Use social networking or other communication technology appropriately to advertise for a production or school event.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</a></p>
<p><b><u>TH.912.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).</u></b></p>	
<p><b><u>TH.912.H.1.2 :</u></b></p>	<p>Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one’s perspective of the world.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a></p>
<p><b><u>TH.912.H.1.3 :</u></b></p>	<p>Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a></p>
<p><b><u>TH.912.H.1.4 :</u></b></p>	<p>Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a></p>
<p><b><u>TH.912.H.1.5 :</u></b></p>	<p>Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.          Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Through study in the arts, we learn about and honor others and the worlds in which they live(d).</a></p>
<p><b><u>TH.912.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</u></b></p>	



<p><b><u>TH.912.H.2.1 :</u></b></p>	<p>Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</a></p>
<p><b><u>TH.912.H.2.10 :</u></b></p>	<p>Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</a></p>
<p><b><u>TH.912.H.2.3 :</u></b></p>	<p>Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</a></p>
<p><b><u>TH.912.H.2.6 :</u></b></p>	<p>Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</a></p>
<p><b><u>TH.912.H.2.8 :</u></b></p>	<p>Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</a></p>
<p><b><u>TH.912.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</u></b></p>	
<p><b><u>TH.912.H.3.1 :</u></b></p>	<p>Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10          Belongs to: <a href="#">Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</a></p> <p>Remarks/Examples</p> <p>e.g., time management, interpersonal skills, making priorities</p>
<p><b><u>TH.912.H.3.2 :</u></b></p>	<p>Compare the applications of various art forms used in theatre</p>

	<p>production.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</a></p>
<p><b><u>TH.912.H.3.3 :</u></b></p>	<p>Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</a></p> <p>Remarks/Examples</p> <p>e.g., history, literature, visual art, welding, sewing, computer applications, math, science, world languages</p>
<p><b><u>TH.912.H.3.4 :</u></b></p>	<p>Create a routine of wellness and care for the actor’s physical being as a performance instrument.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</a></p>
<p><b><u>TH.912.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</u></b></p>	
<p><b><u>TH.912.O.1.1 :</u></b></p>	<p>Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</a></p> <p>Remarks/Examples</p> <p>e.g., beats, actions, subtext</p>
<p><b><u>TH.912.O.1.2 :</u></b></p>	<p>Compare the conventions of western theatre with eastern theatre practices.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</a></p> <p>Remarks/Examples</p> <p>e.g., puppetry, masks, stage space, symbolism</p>

**TH.912.O.1.4 :**

Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

**TH.912.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.**

**TH.912.O.2.1 :**

Apply the principles of dramatic structure to the writing of a one-act play.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

**TH.912.O.2.2 :**

Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

**TH.912.O.2.4 :**

Construct and perform a pantomime of a complete story, showing a full character arc.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

**TH.912.O.2.6 :**

Deconstruct a play, using an established theory, to understand its dramatic structure.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

Remarks/Examples

e.g., Aristotle's Poetics

**TH.912.O.2.7 :**

Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

Remarks/Examples

e.g., audience, writing, space, design

**TH.912.O.2.8 :**

Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

**TH.912.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.**

**TH.912.O.3.2 :**

Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

Remarks/Examples

e.g., indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round

**TH.912.O.3.3 :**

Analyze and demonstrate how to use various media to impact theatrical productions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

Remarks/Examples

e.g., projections, digital video, sound, animation, intelligent lighting

**TH.912.O.3.4 :**

Create a performance piece to document a significant issue or event.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

Remarks/Examples

e.g., pantomime, improvisation, scene, monologue

**TH.912.O.3.5 :**

Design technical elements to document the progression of a character, plot, or theme.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

**[TH.912.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)**

<b><u><a href="#">TH.912.S.1.2 :</a></u></b>	<p>Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</a></p>
<b><u><a href="#">TH.912.S.1.3 :</a></u></b>	<p>Develop criteria that may be applied to the selection and performance of theatrical work.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</a></p> <p>Remarks/Examples</p> <p>e.g., appropriate to available actors, budget, venue, appropriate to community values</p>
<b><u><a href="#">TH.912.S.1.4 :</a></u></b>	<p>Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</a></p> <p>Remarks/Examples</p> <p>e.g., empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues</p>
<b><u><a href="#">TH.912.S.1.5 :</a></u></b>	<p>Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</a></p>
<b><u><a href="#">TH.912.S.1.6 :</a></u></b>	<p>Respond appropriately to directorial choices for improvised and scripted scenes.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</a></p>

**[TH.912.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)**

<p><b><u>TH.912.S.2.1 :</u></b></p>	<p>Create one or more technical design documents for a theatrical production.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a></p> <p>Remarks/Examples</p> <p>e.g., scale model, drafted floor plans, light plots, costume renderings, make-up plot</p>
<p><b><u>TH.912.S.2.2 :</u></b></p>	<p>Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a></p> <p>Remarks/Examples</p> <p>e.g., tools, ladders, paint, sewing machines, dyes, cosmetics</p>
<p><b><u>TH.912.S.2.3 :</u></b></p>	<p>Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character’s physical and emotional dimensions.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a></p> <p>Remarks/Examples</p> <p>e.g., relationships, wants, needs, motivations</p>
<p><b><u>TH.912.S.2.5 :</u></b></p>	<p>Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a></p>
<p><b><u>TH.912.S.2.6 :</u></b></p>	<p>Transfer acting and technical skills and techniques from one piece of dramatic text to another.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p>

	<p>Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a></p>
<p><b><u>TH.912.S.2.8 :</u></b></p>	<p>Strengthen acting skills by engaging in theatre games and improvisations.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a>  Remarks/Examples  e.g., concentration, observation, imagination, sense memory, listening, reacting</p>
<p><b><u>TH.912.S.2.9 :</u></b></p>	<p>Research and defend one’s own artistic choices as a designer.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</a></p>
<p><b><u>TH.912.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</u></b></p>	
<p><b><u>TH.912.S.3.2 :</u></b></p>	<p>Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a></p>
<p><b><u>TH.912.S.3.3 :</u></b></p>	<p>Develop acting skills and techniques in the rehearsal process.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a></p>
<p><b><u>TH.912.S.3.4 :</u></b></p>	<p>Apply scientific and technological advances to develop visual and aural design elements that complement the interpretation of the text.  Cognitive Complexity: N/A   Date Adopted or Revised: 12/10  Belongs to: <a href="#">Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a></p>

<p><b><u>TH.912.S.3.5 :</u></b></p>	<p>Conduct a comparative analysis of acting methods and the teacher-artists who developed them as a foundational guide to acting.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a></p>
<p><b><u>TH.912.S.3.6 :</u></b></p>	<p>Compare the Stanislavski Method with other acting methods to support development of a personal method.</p> <p>Cognitive Complexity: N/A   Date Adopted or Revised: 12/10</p> <p>Belongs to: <a href="#">Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</a></p>



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