

Attachment One:

- M/J Intensive Reading and Career Planning, Course Number 1000020
- Orientation to Career & Technical Occupations (Diversified), Course Number 9100110
- M/J Band 2 & Career Planning, Course Number 1302140
- M/J Band 3 & Career Planning, Course Number 1302142
- M/J Chorus 2 & Career Planning, Course Number 1303130
- M/J Chorus 3 & Career Planning, Course Number 1303140
- M/J Orchestra 2 & Career Planning, Course Number 1302150
- M/J Orchestra 3 & Career Planning, Course Number 1302160
- M/J Experiencing Art & Career Planning, Course Number 0104030
- M/J Art Appreciation 1 & Career Planning 0100005
- M/J Art Appreciation 2 & Career Planning 0100015
- M/J Art Appreciation 3 & Career Planning 0100025
- M/J Peer Counseling, Course Number 1400000
- M/J Health 2 & Career Planning 0800015
- M/J Health 3 & Career Planning 0800025

Florida Department of Education
COURSE DESCRIPTION - GRADES 6-8

Subject Area: Language Arts
Course Number: 1000020
Course Title: M/J Intensive Reading and Career Planning
Course Length: One Year

NOTE: In those instances when this course is repeated for credit, the content should be differentiated based on reliable and valid assessment data. If students are making adequate progress (accelerated growth) in a given intervention, that intervention should be continued. If students are not making adequate progress, a new intervention should be implemented.

Basic Assumptions for Reading Education:

- Students entering the middle grades who are not reading on grade level have a variety of reading intervention needs. No single program or strategy can be successful in remediating the needs of all students. Therefore, it is necessary to implement a combination of research-based programs and strategies that have been proven successful in **accelerating** the development of reading skills in older struggling readers.
- Instruction for struggling readers should be explicit and systematic. It should provide direct explanations (modeling) and systematic practice opportunities (guided instruction), as well as carefully managed cumulative review to insure mastery.
- Improving the reading proficiency and achievement of older struggling readers requires intensive intervention (iii). True intensive intervention can only be provided through increased instructional time in classes that are below average in size. Students with more severe reading difficulties, such as those requiring instruction in basic word reading skills such as phonemic awareness, phonics, and fluency should receive instruction in a daily extended block of time. Students with less severe reading difficulties, such as those requiring instruction in vocabulary and comprehension may be taught in class periods of less time. The intensity of the intervention should be determined using the most recent data available from reliable and valid assessments.
- Due to the extensive intervention needs of students in the middle grades, it is necessary to provide small group instruction on a daily basis. In order to facilitate small group instruction of three to five students per group, class sizes should aim for no more than fifteen students.
- Students in need of intervention need highly-qualified reading instructors who have demonstrated success in remediating the reading difficulties of older struggling readers. Highly-qualified instructors should have at minimum reading certification or reading endorsement, as well as extensive staff development training in motivating adolescent struggling readers. The use of a reading coach is an effective practice for increasing the proficiency of teachers.
- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Instruction and materials accommodate the individual needs of students, resulting in

differentiated instruction based on reliable and valid assessment data.

- Technology is available for students to support and enhance development of competencies in reading.
- Wide independent-level reading practice is incorporated on a daily basis. A classroom library should provide high-interest leveled materials representing a variety of genres and cultures allowing for the greatest degree of student choice. Opportunities for practice with audio support should also be provided. Teachers are responsible for monitoring students' independent reading to ensure students are receiving successful practice. Students should be held accountable for their independent reading through use of a reading log.
- Given the relationship between reading fluency and reading comprehension, activities targeted at increasing both rate and accuracy will be included on a daily basis for those students showing deficiency in these areas. These activities might include: read-aloud, repeated reading, partner reading, reader's theater, and timed readings. Additionally, fluency should be monitored on a frequent basis, while keeping the focus of the monitoring on comprehension of the text being read through use of follow-up questions, as well as retell.
- **The amount of FCAT specific practice (“test prep”) should be limited, given most students’ vast experiences with the test and the relatively small role that knowledge of test format plays in student test performance.**

- A. Major Concepts/Content.** The purpose of this course is to provide instruction that enables students to develop and strengthen reading skills and develop independent reading endurance.

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

- reading instruction in phonemic awareness, phonics (*advanced phonics instruction that includes an explicit, systematic approach to orthography, structural analysis, and morphemic analysis*), fluency, vocabulary and comprehension as necessary. The relative balance of instruction in these areas will be determined by screening, group diagnostic, progress monitoring and individual diagnostic measures of each student. Each student's instructional goals will be specified in his/her Academic Improvement Plan (AIP)
- critical thinking, problem-solving, and test-taking skills and strategies
- reading for meaning through varied reading materials at appropriate independent and instructional reading levels representing a minimum balance of 70% /30% informational to narrative text
- integration of reading with student written responses to text
- high frequency content area vocabulary

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.**

[The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using](#)

CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

*The information highlighted in blue is new to this course and allows districts to integrate the middle school Career Exploration and Decision Making course as required by Section 1003.4156, Florida Statutes.

The instructional approaches used in this course should meet the needs of each student based on results of individual diagnostic assessments and progress monitoring. State recommended or district Grade Level Expectations (GLEs) may also be used in this process. It is the responsibility of the district to ensure that identified benchmarks are consistent with the needs of individual students.

- C. **Course Requirements.** The course requirements must be aligned with benchmarks for grades PreK-2, 3-5, or 6-8, or a mixture of the three, as appropriate to the needs of individual students. The Sunshine State Standards benchmarks and state-recommended Grade Level Expectations (GLEs) may be downloaded from the Florida Department of Education website at the following address: <http://www.fldoe.org/>.

After successfully completing this course, the student will:

1. **Demonstrate improved achievement in reading on the Sunshine State Standards benchmarks that were identified for improvement in the student's Academic Improvement Plan. An objective assessment must be used to demonstrate this improvement.**
2. **Apply critical thinking, problem solving, and test-taking skills and strategies for assessments in reading in varied contexts.**
3. **Demonstrate use of complex cueing systems (i.e., graphophonic, morphemic, syntactic, semantic, and contextual analysis) to gain meaning from varied text.**
LA.A.1.3.2 use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.
4. **Demonstrate use of morphological analysis (i.e., prefixes, roots, and suffixes) to construct meaning of vocabulary.**
5. **Demonstrate use of appropriate and effective vocabulary, including specific content area vocabulary.**
LA.A.1.3.3 demonstrate consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.

- 6. Construct meaning of text through inference, application, and analysis.**
 - LA.A.2.3.1 determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization.

- 7. Demonstrate use of appropriate before, during, and after reading strategies and critical-thinking skills to enhance comprehension of literary, informational, and technical text.**
 - LA.A.1.3.1 use background knowledge of the subject and text structure knowledge to make complex predictions about content, purpose, and organization of the reading selection.
 - LA.A.2.3.2 identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning.
 - LA.A.2.3.3 recognize logical, ethical, and emotional appeals in texts.
 - LA.A.2.3.8 check the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.

- 8. Demonstrate flexible use of strategies and ability to adjust rate depending on purpose and type of reading materials.**

- 9. Demonstrate comprehension of multiple sources of information in text and graphics through critical response (e.g., analysis, hypothesis, evaluation, synthesis).**
 - LA.A.1.3.4 use strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade-level appropriate report.
 - LA.A.2.3.7 synthesize and separate collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.

- 10. Apply study and test-taking skills to enhance achievement.**
 - LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.
 - LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs to gather information for research topics.

- 11. Respond to reading through thinking, talking, and writing.**
 - LA.B.2.3.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats according to the intended audience, purpose, and occasion.
 - LA.C.3.3.2 ask questions and make comments and observations that reflect

understanding and application of content, processes, and experiences.

LA.D.2.3.1 select language that shapes reactions, perceptions, and beliefs.

12. Demonstrate the ability to select and use materials for a variety of reading purposes, including reading for independent, recreational purposes.

LA.A.2.3.4 use a variety of reading materials to develop personal preferences in reading.

13. Demonstrate awareness of reading as a complex process, including awareness of the roles of reader, author, and text.

LA.E.1.3.3 understand various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.

Listed below are the course outcomes that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes.

Understanding the Workplace

- 01.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 02.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 03.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 04.0 Describe how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

Self-Awareness

- 05.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 06.0 Identify five values that they consider important in making a career choice.
- 07.0 Identify skills needed for career choices and match to personal abilities.
- 08.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 09.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

Exploring Careers

- 11.0 Demonstrate the ability to locate, understand, and use career information.

- 12.0 Use the Internet to access career and education planning information.
- 13.0 Identify skills that are transferable from one occupation to another.
- 14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
- 15.0 Explain the relationship between educational achievement and career success.

Goal Setting and Decision-Making

- 16.0 Identify and demonstrate use of steps to make career decisions.
- 17.0 Identify and demonstrate processes for making short and long term goals.

Workplace Skills

- 18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 19.0 Demonstrate skills to interact positively with others.
- 20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

Career and Education Planning

- 21.0 Identify secondary and postsecondary school courses and major area of interests that meet tentative career plans.
- 22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
- 23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 25.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 26.0 Describe how extracurricular programs can be incorporated in career and education planning.
- 27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 28.0 Describe high school credits and explain how GPAs are calculated.

Job Search

- 29.0 Demonstrate skills to complete a job application.
- 30.0 Demonstrate skills essential for a job interview.

**Florida Department of Education
CURRICULUM FRAMEWORK**

Program Title:	Orientation to Career and Technical Occupations
Program Type:	Orientation
Occupational Area:	Diversified <u>Secondary</u>
Program Number:	9100110
CIP Number:	109899990R
Grade Level:	6-9, 30, 31
<u>Course Length:</u>	<u>One Semester or the equivalent of one-half a school year</u>
Certification:	ANY VOCATIONAL FIELD OR COVERAGE ANY FIELD WHEN CERT REFLECTS BACHELOR OR HIGHER
CTSO:	ANY
CO-OP Method:	No
Facility Code:	221

- I. **MAJOR CONCEPTS/CONTENT:** The purpose of this course is to acquaint students with career opportunities, job requirements, and tasks performed in a variety of career and technical occupations.

The content includes, but is not limited to, critical thinking skills, study skills, and problem-solving and decision-making.

- II. **LABORATORY ACTIVITIES:** Laboratory activities are not required.

SPECIAL NOTE:

The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

*The information highlighted in blue is new to this course and allows districts to integrate the middle school Career Exploration and Decision Making course as required by Section 1003.4156, Florida Statutes.

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Adult students with disabilities must self-identify and request such services. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and

schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

III. **INTENDED OUTCOMES:** After successfully completing this course, the student will be able to:

- 01.0 Identify resources and technology for career planning.
- 02.0 Identify available career and technical employment opportunities.
- 03.0 Identify components of self-understanding.
- 04.0 Define and demonstrate cognitive skills.
- 05.0 Identify and apply a variety of learning techniques and styles.
- 06.0 Develop effective communication skills.
- 07.0 Demonstrate leadership skills.
- 08.0 Demonstrate workplace readiness skills.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: Orientation to Career and Technical Occupations
Secondary Number: 9100110

01.0 IDENTIFY RESOURCES AND TECHNOLOGY FOR CAREER PLANNING--
The student will be able to:

- 01.01 Using a variety of resources, assess personal abilities, temperaments, interests, values, experiences, personality traits, academic abilities, and work preferences. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 01.02 Identify non-traditional career options. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 01.03 Identify high skill/high wage occupations requiring specialized training with growth potential for future employment. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 01.04 Using assessments and inventories, match results to a career goal. LA.A.1.4.3, LA.B.1.4, LA.B.2.4
- 01.05 Describe the steps involved in planning for education, career, and life goals. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 01.06 Develop a career plan to include training/education requirements, tasks/responsibilities, employment prospects, and career/advancement opportunities. LA.A.1.4.3, LA.B.1.4, LA.B.2.4
- 01.07 Discuss advantages/disadvantages of entering the military, attending a trade/technical school, and/or enrolling at a community college/four-year university. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 01.08 Begin creating a portfolio of documents for job placement. LA.A.1.4.3, LA.B.1.4, LA.B.2.4

02.0 IDENTIFY AVAILABLE CAREER AND TECHNICAL EMPLOYMENT OPPORTUNITIES--The student will be able to:

- 02.01 Identify employment opportunities in the area of agriscience and natural resources. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 02.02 Identify employment opportunities in the area of construction. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 02.03 Identify employment opportunities in the area of manufacturing. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 02.04 Identify employment opportunities in the area of logistics, transportation, and distribution services. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 02.05 Identify employment opportunities in the area of information technology services. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 02.06 Identify employment opportunities in the area of wholesale/retail sales and services. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4

- 02.07 Identify employment opportunities in the area of financial services. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 02.08 Identify employment opportunities in the area of hospitality and tourism. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 02.09 Identify employment opportunities in the area of business and administrative services. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 02.10 Identify employment opportunities in the area of health services. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 02.11 Identify employment opportunities in the area of human services. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 02.12 Identify employment opportunities in the area of arts and communication services. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 02.13 Identify employment opportunities in the area of legal and protective services. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 02.14 Identify employment opportunities in the area of scientific, engineering, and technical services. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4

03.0 IDENTIFY COMPONENTS OF SELF-UNDERSTANDING--The student will be able to:

- 03.01 Explain how values are acquired and changed. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 03.02 Explain how work is affected by values. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 03.03 Identify how individuals from diverse backgrounds offer unique contributions. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 03.04 Discuss methods for adapting learning styles to the method of instructional delivery. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4

04.0 DEFINE AND DEMONSTRATE COGNITIVE SKILLS--The student will be able to:

- 04.01 Describe importance of time management to complete tasks accurately and on time. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 04.02 Outline strategies for effective time management. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 04.03 Describe role and relationship between values, aptitudes, abilities, and goal setting and attainment of academic and occupational skills. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 04.04 Set personal goals and develop a plan of action to achieve those goals. LA.A.1.4.3, LA.B.1.4, LA.B.2.4
- 04.05 Identify problems and consequences of meeting goals. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 04.06 Describe ways to deal with success and failure. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 04.07 Exhibit awareness of and respect for others.

- 04.08 Demonstrate ways to improve test-taking skills, including preparing for standardized tests.
- 04.09 Explain the steps in decision-making. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 04.10 Identify the process involved in problem solving. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 04.11 Develop an action plan for solving problems and making decisions. LA.A.1.4.3, LA.B.1.4, LA.B.2.4
- 04.12 Identify strategies for building self-esteem and enhancing decision-making skills. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 04.13 Demonstrate knowledge of the planning process.
- 04.14 Demonstrate ability to think creatively and generate new ideas.
- 04.15 Demonstrate the ability to conduct a systematic analysis of personal strengths and weaknesses.

05.0 IDENTIFY AND APPLY A VARIETY OF LEARNING TECHNIQUES AND STYLES--The student will be able to:

- 05.01 Describe the advantages of good note taking/outlining and listening skills. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 05.02 Explain and apply a variety of strategies for knowledge retention of specific data, etc. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 05.03 Describe and apply study techniques. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 05.04 Discuss and employ a variety of test-taking strategies. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 05.05 Discuss the seven intelligences as identified by Howard Gardner (musical, bodily-kinesthetic, logical-mathematical, linguistic, spatial, interpersonal, and intrapersonal). LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 05.06 Discuss styles of learning as identified by Anthony Gregoric (concrete sequential, abstract sequential, abstract random, concrete random). LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 05.07 Identify learning style as auditory language, visual language, auditory numerical, visual numerical, and/or auditory-visual-kinesthetic combination. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4

06.0 DEVELOP EFFECTIVE COMMUNICATION SKILLS--The student will be able to:

- 06.01 Identify the effectiveness of assertive, aggressive, and passive communication. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 06.02 Dramatize the impact of non-verbal behavior on communication. LA.A.1.4.3, LA.C.3.4
- 06.03 Develop ways to provide effective feedback and deal with criticism. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 06.04 Describe the importance of the proper use of grammar, vocabulary, diction, and etiquette. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4

- 06.05 Demonstrate ability to communicate in a multicultural setting.
LA.A.1.4.3, LA.C.3.4
- 06.06 Demonstrate ability to listen to, follow, and provide directions.
LA.A.1.4.3, LA.C.3.4
- 06.07 Participate in group and committee discussions to reach group consensus.
LA.A.1.4.3, LA.C.3.4
- 06.08 Write, edit, and revise a communication so that it presents information in a clear, correct, concise, complete, consistent, and courteous manner.
LA.A.1.4.3, LA.B.1.4, LA.B.2.4

07.0 DEMONSTRATE LEADERSHIP SKILLS--The student will be able to:

- 07.01 Demonstrate ability to negotiate, resolve conflict through peer mediation, handle stress, deal with undesirable behavior in others, share in task accomplishment, and build positive working relationships with others.
LA.A.1.4.3, LA.C.3.4
- 07.02 Identify characteristics of a leader and team member. LA.A.1.4.3,
LA.B.1.4, LA.B.2.4, LA.C.3.4
- 07.03 Define and practice brainstorming. LA.A.1.4.3, LA.B.1.4, LA.B.2.4,
LA.C.3.4
- 07.04 Describe the use of teams to increase productivity. LA.A.1.4.3, LA.B.1.4,
LA.B.2.4, LA.C.3.4
- 07.05 Demonstrate business and social etiquette. LA.A.1.4.3, LA.C.3.4

08.0 DEMONSTRATE WORKPLACE READINESS SKILLS--The student will be able to:

- 08.01 Identify resources used in a job search. LA.A.1.4.3, LA.B.1.4, LA.B.2.4,
LA.C.3.4
- 08.02 Discuss importance of drug tests and criminal background checks in identifying possible employment options. LA.A.1.4.3, LA.B.1.4,
LA.B.2.4, LA.C.3.4
- 08.03 Identify steps of the job application process including arranging for references and proper documentation (e.g., green card). LA.A.1.4.3,
LA.B.1.4, LA.B.2.4, LA.C.3.4
- 08.04 Demonstrate appropriate dress and grooming for employment.
- 08.05 Identify documents that may be required when applying for a job.
LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 08.06 Prepare a resume (electronic and traditional), letter of application, follow-up letter, acceptance/rejection letter, letter of resignation, letter of recommendation. LA.A.1.4.3, LA.B.1.4, LA.B.2.4
- 08.07 Complete a job application form neatly, legibly, and error free.
LA.A.1.4.3, LA.B.1.4, LA.B.2.4
- 08.08 Demonstrate competence in job interview techniques (behavioral).
LA.A.1.4.3, LA.C.3.4

Listed below are the course outcomes that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes.

Understanding the Workplace

- 1.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 3.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 4.0 Describe how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

Self- Awareness

- 5.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 6.0 Identify five values that they consider important in making a career choice.
- 7.0 Identify skills needed for career choices and match to personal abilities and interests.
- 8.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 9.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

Exploring Careers

- 11.0 Demonstrate the ability to locate, understand, and use career information.
- 12.0 Use the Internet to access career and education planning information.
- 13.0 Identify skills that are transferable from one occupation to another.
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- 16.0 Identify and demonstrate use of steps to make career decisions.
- 17.0 Identify and demonstrate processes for making short and long term goals.

Workplace Skills

- 18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.

- 19.0 Demonstrate skills to interact positively with others.
- 20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

Career and Education Planning

- 21.0 Identify secondary and postsecondary school courses and major area of interests that meet tentative career plans.
- 22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
- 23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 25.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 26.0 Describe how extracurricular programs can be incorporated in career and education planning.
- 27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 28.0 Describe high school credits and explain how GPAs are calculated.

Job Search

- 29.0 Demonstrate skills to complete a job application.
- 30.0 Demonstrate skills essential for a job interview.

Florida Department of Education
COURSE DESCRIPTION - GRADES 6-8

Subject Area: Music
Course Number: 1302140
Course Title: M/J Band 2 and Career Planning
Course Length: One Year

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop basic skills on wind or percussion instruments through the refinement and performance of middle/junior high band literature. It is also designed to assist students in exploring careers in music and to make tentative decisions about his or her career plan for the future.

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

- technical skills
- individual and ensemble techniques
- music literacy
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis
- role and influence of instrumental music and professional musicians
- connections between music, other subject areas, and music related careers
- instrument care and maintenance and related careers
- careers and career opportunities in music
- career planning and lifelong learning
- responsible participation in music activities as a basis for fostering life and workplace skills

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
[The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students \(FACTS\) at the Internet website](#)

[FACTS.org](https://www.facts.org/); and shall result in the completion of a personalized academic and career plan.

*The information underlined and highlighted in blue is new to this course and allows districts to integrate the middle school Career Exploration and Decision Making course as required by Section 1003.4156, Florida Statutes.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. **Demonstrate basic technical skills, including production of characteristic tone and tuning one’s instrument, in individual and ensemble performance.**
MU.A.2.3.1 perform on at least one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture, or bow control).
2. **Demonstrate basic ensemble techniques (i.e., balance, blend, intonation, and response to the conductor) appropriate to the literature studied.**
MU.A.2.3.2 perform, as a member of a music ensemble, with expression, easy *to moderate* music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).
MU.A.2.3.3 perform with basic ensemble skills (e.g., blend instrumental timbres, match dynamic levels, and respond to the cues of a director).
3. **Demonstrate basic music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
MU.A.1.3.1 sing *choral works (appropriate for the changing male and female voice) with three- and four-part harmonies*, with and without accompaniment.
(**Note:** In this course, singing melodic and harmonic lines is used to enhance instrumental ensemble performance.)
MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple *and compound* meters.
4. **Notate from dictation the pitch and rhythm of a simple phrase.**
MU.A.3.3.3 write notation for rhythmic and melodic phrases that have been performed by someone else.

5. **Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.**
 - MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.
 - MU.C.1.3.2 know representative examples of various American music genres.
6. **Demonstrate awareness of form, style, genre, tonality, and melody in the literature studied.**
 - MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.
 - MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, melody, *and harmony*) used to analyze music.
 - MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.
7. **Create improvisations appropriate to the literature studied.**
 - MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.
 - MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.
8. **Compose or arrange music for specific uses such as sight reading or warm-ups.**
 - MU.A.3.3.2 use notation and symbols to organize musical ideas.
 - MU.B.2.3.1 use the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or a feeling.
 - MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.
 - MU.B.2.3.3 compose short pieces *with others* that express an idea or a feeling.
9. Analyze varied music performances as a participant or listener.
 - MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.
 - MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of

others.

- 10. Demonstrate awareness of the role and influence of instrumental music and musicians in history, culture, society, and one's own life.**
 - MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).
 - MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.
 - MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).
 - MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.
 - MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).
- 11. Demonstrate awareness of the connections between music and other subject areas.**
 - MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).
 - MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).
- 12. Demonstrate care and preventive maintenance of one's instrument.**
- 13. Demonstrate responsible participation in music activities to develop life and workplace skills.**

Listed below are the course outcomes that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes.

Understanding the Workplace

- 31.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 32.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 33.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 34.0 Describe how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

Self- Awareness

- 35.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 36.0 Identify five values that they consider important in making a career choice.
- 37.0 Identify skills needed for career choices and match to personal abilities and interests.
- 38.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 39.0 Identify strengths and areas in which assistance is needed at school.
- 40.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

Exploring Careers

- 41.0 Demonstrate the ability to locate, understand, and use career information.
- 42.0 Use the Internet to access career and education planning information.
- 43.0 Identify skills that are transferable from one occupation to another.
- 44.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/training requirements.
- 45.0 Explain the relationship between educational achievement and career success.

Goal Setting and Decision-Making

- 46.0 Identify and demonstrate use of steps to make career decisions.
- 47.0 Identify and demonstrate processes for making short and long term goals.

Workplace Skills

- 48.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 49.0 Demonstrate skills to interact positively with others.
- 50.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

Career and Education Planning

- 51.0 Identify secondary and postsecondary school courses and major area of interests that meet tentative career plans.
- 52.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.

- 53.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 54.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 55.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 56.0 Describe how extracurricular programs can be incorporated in career and education planning.
- 57.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 58.0 Describe high school credits and explain how GPAs are calculated.

Job Search

- 59.0 Demonstrate skills to complete a job application.
- 60.0 Demonstrate skills essential for a job interview.

Florida Department of Education
COURSE DESCRIPTION - GRADES 6-8

Subject Area: Music
Course Number: 1302142
Course Title: M/J Band 3 and Career Planning
Course Length: One Year

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop basic skills on wind or percussion instruments through the refinement and performance of middle/junior high band literature. It is also designed to assist students in exploring careers in music and to make tentative decisions about his or her career plan for the future.

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

- technical skills
- individual and ensemble techniques
- music literacy
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis
- role and influence of instrumental music and professional musicians
- connections between music, other subject areas, and music related careers
- instrument care and maintenance and related careers
- careers and career opportunities in music
- career planning and lifelong learning
- responsible participation in music activities as a basis for fostering life and workplace skills

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
[The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students \(FACTS\) at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.](#)

*The information underlined and highlighted in blue is new to this course and allows districts to integrate the middle school Career Exploration and Decision Making course as required by Section 1003.4156, Florida Statutes.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate basic technical skills, including production of characteristic tone and tuning one’s instrument, in individual and ensemble performance.**
 - MU.A.2.3.1 perform on at least one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture, or bow control).

- 2. Demonstrate basic ensemble techniques (i.e., balance, blend, intonation, and response to the conductor) appropriate to the literature studied.**
 - MU.A.2.3.2 perform, as a member of a music ensemble, with expression, easy *to moderate* music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).
 - MU.A.2.3.3 perform with basic ensemble skills (e.g., blend instrumental timbres, match dynamic levels, and respond to the cues of a director).

- 3. Demonstrate basic music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.1.3.1 sing *choral works (appropriate for the changing male and female voice) with three- and four-part harmonies*, with and without accompaniment.
(**Note:** In this course, singing melodic and harmonic lines is used to enhance instrumental ensemble performance.)
 - MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple *and compound* meters.

- 4. Notate from dictation the pitch and rhythm of a simple phrase.**
 - MU.A.3.3.3 write notation for rhythmic and melodic phrases that have been performed by someone else.

5. **Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.**
 - MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.
 - MU.C.1.3.2 know representative examples of various American music genres.
6. **Demonstrate awareness of form, style, genre, tonality, and melody in the literature studied.**
 - MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.
 - MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, melody, *and harmony*) used to analyze music.
 - MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.
7. **Create improvisations appropriate to the literature studied.**
 - MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.
 - MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.
8. **Compose or arrange music for specific uses such as sight reading or warm-ups.**
 - MU.A.3.3.2 use notation and symbols to organize musical ideas.
 - MU.B.2.3.1 use the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or a feeling.
 - MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.
 - MU.B.2.3.3 compose short pieces *with others* that express an idea or a feeling.
9. **Analyze varied music performances as a participant or listener.**
 - MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.
 - MU.D.2.3.2 use specific criteria, appropriate to the style of music, to

evaluate one's own performance and the performance of others.

- 10. Demonstrate awareness of the role and influence of instrumental music and musicians in history, culture, society, and one's own life.**
 - MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).
 - MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.
 - MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).
 - MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.
 - MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).
- 11. Demonstrate awareness of the connections between music and other subject areas.**
 - MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).
 - MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).
- 12. Demonstrate care and preventive maintenance of one's instrument.**
- 14. Demonstrate responsible participation in music activities to develop life and workplace skills.**

Listed below are the course outcomes that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes.

Understanding the Workplace

- 61.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 62.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.

- 63.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 64.0 Describe how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

Self- Awareness

- 65.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 66.0 Identify five values that they consider important in making a career choice.
- 67.0 Identify skills needed for career choices and match to personal abilities and interests.
- 68.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 69.0 Identify strengths and areas in which assistance is needed at school.
- 70.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

Exploring Careers

- 71.0 Demonstrate the ability to locate, understand, and use career information.
- 72.0 Use the Internet to access career and education planning information.
- 73.0 Identify skills that are transferable from one occupation to another.
- 74.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/training requirements.
- 75.0 Explain the relationship between educational achievement and career success.

Goal Setting and Decision-Making

- 76.0 Identify and demonstrate use of steps to make career decisions.
- 77.0 Identify and demonstrate processes for making short and long term goals.

Workplace Skills

- 78.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 79.0 Demonstrate skills to interact positively with others.
- 80.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

Career and Education Planning

- 81.0 Identify secondary and postsecondary school courses and major area of interests that meet tentative career plans.

- 82.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
- 83.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 84.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 85.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 86.0 Describe how extracurricular programs can be incorporated in career and education planning.
- 87.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 88.0 Describe high school credits and explain how GPAs are calculated.

Job Search

- 89.0 Demonstrate skills to complete a job application.
- 90.0 Demonstrate skills essential for a job interview.

Florida Department of Education
COURSE DESCRIPTION - GRADES 6-8

Subject Area: Music
Course Number: 1303130
Course Title: M/J Chorus 2 and Career Planning
Course Length: One Year

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop basic vocal musicianship, technical skills, and aesthetic awareness through the study and performance of varied middle/junior high choral literature. It is also designed to assist students in exploring careers in music and to make tentative decisions about his or her career plan for the future.

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

- vocal production
- choral performance techniques
- music literacy
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis
- role and influence of choral music and professional musicians
- connections between music and other subject areas
- careers and career opportunities
- career planning and lifelong learning
- responsible participation in music activities as a basis for fostering life and workplace skills

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
[The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students \(FACTS\) at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.](#)

*The information underlined and highlighted in blue is new to this course and allows districts to integrate the middle school Career Exploration and Decision Making course as required by Section 1003.4156, Florida Statutes.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate use of age-appropriate vocal skills in unison and two-and three-part music of varied styles.**
 - MU.A.1.3.1 sing choral works (appropriate for the changing male and female voice) with three-*and four*-part harmonies, with and without accompaniment.
 - MU.A.1.3.2 sing, with appropriate expression, a repertoire of music literature from various styles and historical periods.

- 2. Demonstrate use of basic ensemble performance techniques through varied styles of choral literature.**
 - MU.A.1.3.3 perform in choral ensembles with appropriate blend of tones, balance of sections, and response to the cues of a conductor.
 - MU.A.2.3.2 perform, as a member of a music ensemble, with expression, *easy to moderate* music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).

- 3. Demonstrate basic music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.2.3.1 perform on at least one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture, or bow control).
(**Note:** Instruments may include the use of recorders, rhythm sticks, keyboards, ethnic instruments, etc., to enhance reading skills or provide accompaniment.)
 - MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple *and compound* meters.

4. **Notate from dictation the pitch and rhythm of a simple phrase.**
 MU.A.3.3.3 write notation for rhythmic and melodic phrases that have been performed by someone else.

5. **Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.**
 MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.
 MU.C.1.3.2 know representative examples of various American music genres.

6. **Demonstrate awareness of form, style, genre, tonality, and melody in the literature studied.**
 MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.
 MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, melody, *and harmony*) used to analyze music.
 MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.

7. **Create improvisations appropriate to the literature studied.**
 MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.
 MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.

8. **Compose or arrange music for specific uses such as sight reading or warm-ups.**
 MU.A.3.3.2 use notation and symbols to organize musical ideas.
 MU.B.2.3.1 use the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or a feeling.
 MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.
 MU.B.2.3.3 compose short pieces *with others* that express an idea or a feeling.

9. **Analyze varied music performances as a participant or listener.**
 MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.
 MU.D.2.3.2 use specific criteria, appropriate to the style of music,

to evaluate one's own performance and the performance of others.

- 10. Demonstrate awareness of the role and influence of choral music and musicians in history, culture, society, and one's own life.**
 - MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).
 - MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.
 - MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).
 - MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.
 - MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).
- 11. Demonstrate awareness of the connections between music and other subject areas.**
 - MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).
 - MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).
- 12. Demonstrate responsible participation in music activities.**

Listed below are the course outcomes that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes.

Understanding the Workplace

- 91.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 92.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 93.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.

- 94.0 Describe how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

Self- Awareness

- 95.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 96.0 Identify five values that they consider important in making a career choice.
- 97.0 Identify skills needed for career choices and match to personal abilities and interests.
- 98.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 99.0 Identify strengths and areas in which assistance is needed at school.
- 100.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

Exploring Careers

- 101.0 Demonstrate the ability to locate, understand, and use career information.
- 102.0 Use the Internet to access career and education planning information.
- 103.0 Identify skills that are transferable from one occupation to another.
- 104.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/training requirements.
- 105.0 Explain the relationship between educational achievement and career success.

Goal Setting and Decision-Making

- 106.0 Identify and demonstrate use of steps to make career decisions.
- 107.0 Identify and demonstrate processes for making short and long term goals.

Workplace Skills

- 108.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 109.0 Demonstrate skills to interact positively with others.
- 110.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

Career and Education Planning

- 111.0 Identify secondary and postsecondary school courses and major area of interests that meet tentative career plans.
- 112.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.

- 113.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 114.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 115.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 116.0 Describe how extracurricular programs can be incorporated in career and education planning.
- 117.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 118.0 Describe high school credits and explain how GPAs are calculated.

Job Search

- 119.0 Demonstrate skills to complete a job application.
- 120.0 Demonstrate skills essential for a job interview.

Florida Department of Education
COURSE DESCRIPTION - GRADES 6-8

Subject Area: Music
Course Number: 1303140
Course Title: M/J Chorus 3 and Career Planning
Course Length: One Year

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop basic vocal musicianship, technical skills, and aesthetic awareness through the study and performance of varied middle/junior high choral literature. It is also designed to assist students in exploring careers in music and to make tentative decisions about his or her career plan for the future.

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

- vocal production
- choral performance techniques
- music literacy
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis
- role and influence of choral music and professional musicians
- connections between music and other subject areas
- careers and career opportunities
- career planning and lifelong learning
- responsible participation in music activities as a basis for fostering life and workplace skills

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
[The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students \(FACTS\) at the Internet website](#)

[FACTS.org](https://www.facts.org/); and shall result in the completion of a personalized academic and career plan.

*The information underlined and highlighted in blue is new to this course and allows districts to integrate the middle school Career Exploration and Decision Making course as required by Section 1003.4156, Florida Statutes.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. **Demonstrate use of age-appropriate vocal skills in unison and two-and three-part music of varied styles.**
 - MU.A.1.3.1 sing choral works (appropriate for the changing male and female voice) with three-*and four*-part harmonies, with and without accompaniment.
 - MU.A.1.3.2 sing, with appropriate expression, a repertoire of music literature from various styles and historical periods.
2. **Demonstrate use of basic ensemble performance techniques through varied styles of choral literature.**
 - MU.A.1.3.3 perform in choral ensembles with appropriate blend of tones, balance of sections, and response to the cues of a conductor.
 - MU.A.2.3.2 perform, as a member of a music ensemble, with expression, easy *to moderate* music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).
3. **Demonstrate basic music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.2.3.1 perform on at least one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture, or bow control).
(**Note:** Instruments may include the use of recorders, rhythm sticks, keyboards, ethnic instruments, etc., to enhance reading skills or provide accompaniment.)
 - MU.A.3.3.1 sight read music in bass and/or treble clefs written

in simple *and compound* meters.

4. **Notate from dictation the pitch and rhythm of a simple phrase.**
MU.A.3.3.3 write notation for rhythmic and melodic phrases that have been performed by someone else.
5. **Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.**
MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.
MU.C.1.3.2 know representative examples of various American music genres.
6. **Demonstrate awareness of form, style, genre, tonality, and melody in the literature studied.**
MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.
MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, melody, *and harmony*) used to analyze music.
MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.
7. **Create improvisations appropriate to the literature studied.**
MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.
MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.
8. **Compose or arrange music for specific uses such as sight reading or warm-ups.**
MU.A.3.3.2 use notation and symbols to organize musical ideas.
MU.B.2.3.1 use the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or a feeling.
MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.

MU.B.2.3.3 compose short pieces *with others* that express an idea or a feeling.
9. **Analyze varied music performances as a participant or listener.**
MU.D.2.3.1 create criteria, with exemplary models, to evaluate

MU.D.2.3.2 the quality and effectiveness of music performance.
use specific criteria, appropriate to the style of music,
to evaluate one's own performance and the
performance of others.

10. Demonstrate awareness of the role and influence of choral music and musicians in history, culture, society, and one's own life.

MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).

MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.

MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).

MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.

MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).

11. Demonstrate awareness of the connections between music and other subject areas.

MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).

MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).

13. Demonstrate responsible participation in music activities.

[Listed below are the course outcomes that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes.](#)

[Understanding the Workplace](#)

[121.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.](#)

[122.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.](#)

- 123.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 124.0 Describe how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

Self- Awareness

- 125.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 126.0 Identify five values that they consider important in making a career choice.
- 127.0 Identify skills needed for career choices and match to personal abilities and interests.
- 128.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 129.0 Identify strengths and areas in which assistance is needed at school.
- 130.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

Exploring Careers

- 131.0 Demonstrate the ability to locate, understand, and use career information.
- 132.0 Use the Internet to access career and education planning information.
- 133.0 Identify skills that are transferable from one occupation to another.
- 134.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/training requirements.
- 135.0 Explain the relationship between educational achievement and career success.

Goal Setting and Decision-Making

- 136.0 Identify and demonstrate use of steps to make career decisions.
- 137.0 Identify and demonstrate processes for making short and long term goals.

Workplace Skills

- 138.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 139.0 Demonstrate skills to interact positively with others.
- 140.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

Career and Education Planning

- 141.0 Identify secondary and postsecondary school courses and major area of interests that meet tentative career plans.

- 142.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
- 143.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 144.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 145.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 146.0 Describe how extracurricular programs can be incorporated in career and education planning.
- 147.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 148.0 Describe high school credits and explain how GPAs are calculated.

Job Search

- 149.0 Demonstrate skills to complete a job application.
- 150.0 Demonstrate skills essential for a job interview.

Florida Department of Education
COURSE DESCRIPTION - GRADES 6-8

Subject Area: Music
Course Number: 1302150
Course Title: M/J Orchestra 2 and Career Planning
Course Length: One Year

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop basic skills on string or other orchestral instruments through the refinement and performance of middle/junior high orchestra literature. It is also designed to assist students in exploring careers in music and to make tentative decisions about his or her career plan for the future.

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

- technical skills
- individual and ensemble techniques
- music literacy
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis
- role and influence of orchestral music and professional musicians
- connections between music and other subject areas
- instrument care and maintenance
- careers and career opportunities in music
- career planning and lifelong learning
- responsible participation in music activities as a basis for fostering life and workplace skills

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
[The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students \(FACTS\) at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.](#)

*The information underlined and highlighted in blue is new to this course and allows districts to integrate the middle school Career Exploration and Decision Making course as required by Section 1003.4156, Florida Statutes.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate basic technical skills, including production of characteristic tone and tuning one’s instrument, in individual and ensemble performance.**
 - MU.A.2.3.1 perform on at least one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture, or bow control).

- 2. Demonstrate basic ensemble techniques (i.e., balance, blend, intonation, and response to the conductor) appropriate to the literature studied.**
 - MU.A.2.3.2 perform, as a member of a music ensemble, with expression, *easy to moderate* music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).
 - MU.A.2.3.3 perform with basic ensemble skills (e.g., blend instrumental timbres, match dynamic levels, and respond to the cues of a director).

- 3. Demonstrate basic music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.1.3.1 sing *choral works (appropriate for the changing male and female voice) with three- and four-part harmonies*, with and without accompaniment.
(**Note:** In this course, singing melodic and harmonic lines is used to enhance instrumental ensemble performance.)
 - MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple *and compound* meters. (**Note:** In this course, alto clef should be added for viola players.)

4. **Notate from dictation the pitch and rhythm of a simple phrase.**
MU.A.3.3.3 write notation for rhythmic and melodic phrases that have been performed by someone else.

5. **Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.**
MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.
MU.C.1.3.2 know representative examples of various American music genres.

6. **Demonstrate awareness of form, style, genre, tonality, and melody in the literature studied.**
MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.
MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, melody, *and harmony*) used to analyze music.
MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.

7. **Create improvisations appropriate to the literature studied.**
MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.
MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.

8. **Compose or arrange music for specific uses such as sight reading or warm-ups.**
MU.A.3.3.2 use notation and symbols to organize musical ideas.
MU.B.2.3.1 use the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or a feeling.
MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.
MU.B.2.3.3 compose short pieces *with others* that express an idea or a feeling.

9. **Analyze varied music performances as a participant or listener.**
MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.

MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.

10. Demonstrate awareness of the role and influence of orchestral music and musicians in history, culture, society, and one's own life.

MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).

MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.

MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).

MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.

MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).

11. Demonstrate awareness of the connections between music and other subject areas.

MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).

MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).

12. Demonstrate care and preventive maintenance of one's instrument.

13. Demonstrate responsible participation in music activities.

Listed below are the course outcomes that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes.

Understanding the Workplace

151.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.

152.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.

- 153.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 154.0 Describe how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

Self- Awareness

- 155.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 156.0 Identify five values that they consider important in making a career choice.
- 157.0 Identify skills needed for career choices and match to personal abilities and interests.
- 158.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 159.0 Identify strengths and areas in which assistance is needed at school.
- 160.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

Exploring Careers

- 161.0 Demonstrate the ability to locate, understand, and use career information.
- 162.0 Use the Internet to access career and education planning information.
- 163.0 Identify skills that are transferable from one occupation to another.
- 164.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/training requirements.
- 165.0 Explain the relationship between educational achievement and career success.

Goal Setting and Decision-Making

- 166.0 Identify and demonstrate use of steps to make career decisions.
- 167.0 Identify and demonstrate processes for making short and long term goals.

Workplace Skills

- 168.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 169.0 Demonstrate skills to interact positively with others.
- 170.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

Career and Education Planning

- 171.0 Identify secondary and postsecondary school courses and major area of interests that meet tentative career plans.

- 172.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
- 173.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 174.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 175.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 176.0 Describe how extracurricular programs can be incorporated in career and education planning.
- 177.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 178.0 Describe high school credits and explain how GPAs are calculated.

Job Search

- 179.0 Demonstrate skills to complete a job application.
- 180.0 Demonstrate skills essential for a job interview.

Florida Department of Education
COURSE DESCRIPTION - GRADES 6-8

Subject Area: Music
Course Number: 1302160
Course Title: M/J Orchestra 3 & Career Planning
Course Length: One Year

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop basic skills on string or other orchestral instruments through the refinement and performance of middle/junior high orchestra literature. It is also designed to assist students in exploring careers in music and to make tentative decisions about his or her career plan for the future.

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

- technical skills
- individual and ensemble techniques
- music literacy
- elements and characteristics of music
- improvisation, composition, and arranging
- performance analysis
- role and influence of orchestral music and professional musicians
- connections between music and other subject areas
- instrument care and maintenance
- careers and career opportunities in music
- career planning and lifelong learning
- responsible participation in music activities as a basis for fostering life and workplace skills

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course generally requires students to participate in extra rehearsals and performances beyond the school day.
[The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students \(FACTS\) at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.](#)

*The information underlined and highlighted in blue is new to this course and allows districts to integrate the middle school Career Exploration and Decision Making course as required by Section 1003.4156, Florida Statutes.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate basic technical skills, including production of characteristic tone and tuning one’s instrument, in individual and ensemble performance.**
 - MU.A.2.3.1 perform on at least one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture, or bow control).

- 2. Demonstrate basic ensemble techniques (i.e., balance, blend, intonation, and response to the conductor) appropriate to the literature studied.**
 - MU.A.2.3.2 perform, as a member of a music ensemble, with expression, easy *to moderate* music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).
 - MU.A.2.3.3 perform with basic ensemble skills (e.g., blend instrumental timbres, match dynamic levels, and respond to the cues of a director).

- 3. Demonstrate basic music literacy by performing melodic and rhythmic notation accurately and expressively through sight reading and practiced performance.**
 - MU.A.1.3.1 sing *choral works (appropriate for the changing male and female voice) with three- and four-part harmonies*, with and without accompaniment.
(**Note:** In this course, singing melodic and harmonic lines is used to enhance instrumental ensemble performance.)
 - MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple *and compound* meters. (**Note:** In this course, alto clef should be added for viola players.)

4. **Notate from dictation the pitch and rhythm of a simple phrase.**
MU.A.3.3.3 write notation for rhythmic and melodic phrases that have been performed by someone else.
5. **Identify and demonstrate use of expressive techniques (i.e., tempo, dynamics, articulation, and phrasing) appropriate to the culture, style, and historical period of the literature studied.**
MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.
MU.C.1.3.2 know representative examples of various American music genres.
6. **Demonstrate awareness of form, style, genre, tonality, and melody in the literature studied.**
MU.D.1.3.1 identify major musical themes or patterns that outline the form of a composition.
MU.D.1.3.2 know the basic music principles and structures (e.g., tonality, melody, *and harmony*) used to analyze music.
MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.
7. **Create improvisations appropriate to the literature studied.**
MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.
MU.B.1.3.2 improvise short melodies over a given rhythmic accompaniment.
8. **Compose or arrange music for specific uses such as sight reading or warm-ups.**
MU.A.3.3.2 use notation and symbols to organize musical ideas.
MU.B.2.3.1 use the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or a feeling.
MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.
MU.B.2.3.3 compose short pieces *with others* that express an idea or a feeling.
9. **Analyze varied music performances as a participant or listener.**
MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.

MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.

10. Demonstrate awareness of the role and influence of orchestral music and musicians in history, culture, society, and one's own life.

MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).

MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.

MU.E.2.3.2 use informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).

MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.

MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).

11. Demonstrate awareness of the connections between music and other subject areas.

MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pietà).

MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).

12. Demonstrate care and preventive maintenance of one's instrument.

14. Demonstrate responsible participation in music activities.

Listed below are the course outcomes that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes.

Understanding the Workplace

181.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.

182.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.

183.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.

184.0 Describe how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

Self- Awareness

185.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.

186.0 Identify five values that they consider important in making a career choice.

187.0 Identify skills needed for career choices and match to personal abilities and interests.

188.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.

189.0 Identify strengths and areas in which assistance is needed at school.

190.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

Exploring Careers

191.0 Demonstrate the ability to locate, understand, and use career information.

192.0 Use the Internet to access career and education planning information.

193.0 Identify skills that are transferable from one occupation to another.

194.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/training requirements.

195.0 Explain the relationship between educational achievement and career success.

Goal Setting and Decision-Making

196.0 Identify and demonstrate use of steps to make career decisions.

197.0 Identify and demonstrate processes for making short and long term goals.

Workplace Skills

198.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.

199.0 Demonstrate skills to interact positively with others.

200.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

Career and Education Planning

201.0 Identify secondary and postsecondary school courses and major area of interests that meet tentative career plans.

202.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.

- 203.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 204.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 205.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 206.0 Describe how extracurricular programs can be incorporated in career and education planning.
- 207.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 208.0 Describe high school credits and explain how GPAs are calculated.

Job Search

- 209.0 Demonstrate skills to complete a job application.
- 210.0 Demonstrate skills essential for a job interview.

Florida Department of Education
COURSE DESCRIPTION - GRADES 6-8

Subject Area: Art - Visual Arts
Course Number: 0104030
Course Title: M/J Experiencing Art and Career Planning
Course Length: One Year

- A. Major Concepts/Content.** The purpose of this course is to enable students to experience varied two- and three-dimensional art appreciation and production activities with emphasis on design principles and craftsmanship. Production activities may include drawing, painting, printmaking, sculpting, and assemblage.

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

- use of tools and materials
- varied media, technology, and processes
- perception and observation
- imagery and visual language
- composition and design
- critical thinking and analysis
- historical and cultural perspectives
- connections between visual arts and other subject areas
- personal and social benefits
- careers and career opportunities
- career planning and lifelong learning
- cooperative skills
- career opportunities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** The content of this one-year course may be adjusted to accommodate a shorter schedule such as a wheel or one-semester course. This course incorporates hands-on activities and consumption of art materials. [The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students \(FACTS\) at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.](#)

*The information underlined and highlighted in blue is new to this course and allows districts to integrate the middle school Career Exploration and Decision Making course as required by Section 1003.4156, Florida Statutes.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. **Demonstrate the use of tools and materials in a safe, responsible, and appropriate manner.**
 - VA.A.1.3.2 use refinement and control in handling tools and materials in a safe and responsible manner.
2. **Create works of art using varied tools, media, technology, and basic processes.**
 - VA.A.1.3.1 use two-dimensional and three-dimensional media, techniques, tools, and processes to solve specific visual arts problems with refinement and control.
 - VA.A.1.3.4 create two-dimensional and three-dimensional works of art that reflect competency and craftsmanship.
3. **Demonstrate knowledge of perceptual and observational skills used by artists in creating works of art.**
 - VA.B.1.3.3 understand and distinguish multiple purposes for creating works of art.
 - VA.D.1.3.3 understand how an artist's intent plays a crucial role in the aesthetic value of an object.
4. **Demonstrate the basic use of imagery, elements of visual language and composition, and principles of design to communicate ideas, feelings, and meanings through two- and three-dimensional works of art.**
 - VA.A.1.3.3 understand what makes various organizational elements and principles of design effective and ineffective in the communication of ideas.
 - VA.B.1.3.1 know how different subjects, themes, and symbols (through context, value, and aesthetics) convey intended meanings or ideas in works of art.
 - VA.B.1.3.2 know how the qualities and characteristics of art media, techniques, and processes can be used to enhance communication of experiences and ideas.

VA.B.1.3.4 know and use the interrelated elements of art and the principles of design to improve the communication of ideas.

5. Analyze works of art according to aesthetic qualities, technical elements, and historical and cultural perspectives.

VA.C.1.3.1 understand and use information from historical and cultural themes, trends, styles, periods of art, and artists.

VA.C.1.3.2 understand the role of the artist and the function of art in different periods of time and in different cultures.

VA.D.1.3.1 understand how a work of art can be judged by more than one standard.

VA.D.1.3.2 use research and contextual information to identify responses to works of art.

6. Demonstrate knowledge of the reciprocal relationships between visual arts and other subject areas (e.g., technology, media, communication, world events).

7. Demonstrate knowledge of the potential personal and social benefits associated with visual art production and exhibition.

VA.E.1.3.1 understand how knowledge, skills, and attitudes gained from the visual arts can enhance and deepen understanding of life.

VA.E.1.3.3 understand the various roles of museums, cultural centers, and exhibition spaces.

8. Demonstrate the use of cooperative skills to maintain the classroom studio and to produce and exhibit works of art in the school and/or community.

9. Identify career opportunities related to visual arts.

VA.E.1.3.2 understand the skills artists use in various careers and how they can be developed in art school or college or through internships.

Listed below are the course outcomes that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes.

Understanding the Workplace

211.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.

212.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.

- 213.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 214.0 Describe how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

Self- Awareness

- 215.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 216.0 Identify five values that they consider important in making a career choice.
- 217.0 Identify skills needed for career choices and match to personal abilities and interests.
- 218.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 219.0 Identify strengths and areas in which assistance is needed at school.
- 220.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

Exploring Careers

- 221.0 Demonstrate the ability to locate, understand, and use career information.
- 222.0 Use the Internet to access career and education planning information.
- 223.0 Identify skills that are transferable from one occupation to another.
- 224.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/training requirements.
- 225.0 Explain the relationship between educational achievement and career success.

Goal Setting and Decision-Making

- 226.0 Identify and demonstrate use of steps to make career decisions.
- 227.0 Identify and demonstrate processes for making short and long term goals.

Workplace Skills

- 228.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 229.0 Demonstrate skills to interact positively with others.
- 230.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

Career and Education Planning

- 231.0 Identify secondary and postsecondary school courses and major area of interests that meet tentative career plans.

- 232.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
- 233.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 234.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 235.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 236.0 Describe how extracurricular programs can be incorporated in career and education planning.
- 237.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 238.0 Describe high school credits and explain how GPAs are calculated.

Job Search

- 239.0 Demonstrate skills to complete a job application.
- 240.0 Demonstrate skills essential for a job interview.

Florida Department of Education
COURSE DESCRIPTION - GRADES 6-8

Subject Area: Art – Visual Arts
Course Number: 0100005
Course Title: M/J Art Appreciation 1 & Career Planning
Course Length: 1 year

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop fundamental art appreciation skills through production of two-dimensional works of art. Production activities may include drawing, painting, and printmaking.

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

- use of tools and materials
- two-dimensional media, technology, and processes
- perception and observation
- imagery and visual language
- critical thinking and analysis
- historical and cultural perspectives
- connections between visual arts and other subject areas
- personal benefits
- career opportunities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course incorporates hands-on activities and consumption of art materials.

[The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students \(FACTS\) at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.](#)

*The information underlined and highlighted in blue is new to this course and allows districts to integrate the middle school Career Exploration and Decision Making course as required by Section 1003.4156, Florida Statutes.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate the use of tools and materials in a safe, responsible, and appropriate manner.**

VA.A.1.3.2 use refinement and control in handling tools and materials in a safe and responsible manner.

- 2. Create works of art using varied two-dimensional media, tools, technology, and fundamental processes.**

VA.A.1.3.1 use two-dimensional *and three-dimensional* media, techniques, tools, and processes to solve specific visual arts problems with refinement and control.

VA.A.1.3.4 create two-dimensional *and three-dimensional* works of art that reflect competency and craftsmanship.

- 3. Demonstrate awareness of perceptual and observational skills used by artists in creating two-dimensional works of art.**

VA.B.1.3.3 understand and distinguish multiple purposes for creating works of art.

VA.D.1.3.3 understand how an artist's intent plays a crucial role in the aesthetic value of an object.

- 4. Demonstrate the fundamental use of imagery and elements of visual language to communicate ideas and feelings through two-dimensional works of art.**

VA.A.1.3.3 understand what makes various organizational elements and principles of design effective and ineffective in the communication of ideas.

VA.B.1.3.1 know how different subjects, themes, and symbols (through context, value, and aesthetics) convey intended meanings or ideas in works of art.

VA.B.1.3.2 know how the qualities and characteristics of art media, techniques, and processes can be used to enhance

communication of experiences and ideas.

VA.B.1.3.4 know and use the interrelated elements of art and the principles of design to improve the communication of ideas.

5. Demonstrate awareness of the major influences of culture and society throughout art history.

VA.C.1.3.2 understand the role of the artist and the function of art in different periods of time and in different cultures.

6. Demonstrate awareness of major themes, trends, and styles of art found in specified historical periods.

VA.C.1.3.1 understand and use information from historical and cultural themes, trends, styles, periods of art, and artists.

7. Compare and contrast works of art from representative cultures according to aesthetic qualities and technical elements.

VA.D.1.3.1 understand how a work of art can be judged by more than one standard.

VA.D.1.3.2 use research and contextual information to identify responses to works of art.

8. Demonstrate awareness of the reciprocal relationships between visual arts and other subject areas (e.g., technology, media, communication, world events).

9. Demonstrate awareness of the role and influence of visual arts, artists, and exhibition spaces in culture and society.

VA.E.1.3.1 understand how knowledge, skills, and attitudes gained from the visual arts can enhance and deepen understanding of life.

VA.E.1.3.3 understand the various roles of museums, cultural centers, and exhibition spaces.

10. Identify career opportunities related to visual arts.

VA.E.1.3.2 understand the skills artists use in various careers and how they can be developed in art school or college or through internships.

Listed below are the course outcomes that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes.

Understanding the Workplace

- 241.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 242.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 243.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 244.0 Describe how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

Self- Awareness

- 245.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 246.0 Identify five values that they consider important in making a career choice.
- 247.0 Identify skills needed for career choices and match to personal abilities and interests.
- 248.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 249.0 Identify strengths and areas in which assistance is needed at school.
- 250.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

Exploring Careers

- 251.0 Demonstrate the ability to locate, understand, and use career information.
- 252.0 Use the Internet to access career and education planning information.
- 253.0 Identify skills that are transferable from one occupation to another.
- 254.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/training requirements.
- 255.0 Explain the relationship between educational achievement and career success.

Goal Setting and Decision-Making

- 256.0 Identify and demonstrate use of steps to make career decisions.
- 257.0 Identify and demonstrate processes for making short and long term goals.

Workplace Skills

- 258.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 259.0 Demonstrate skills to interact positively with others.
- 260.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

Career and Education Planning

- 261.0 Identify secondary and postsecondary school courses and major area of interests that meet tentative career plans.
- 262.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
- 263.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 264.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 265.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 266.0 Describe how extracurricular programs can be incorporated in career and education planning.
- 267.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 268.0 Describe high school credits and explain how GPAs are calculated.

Job Search

- 269.0 Demonstrate skills to complete a job application.
- 270.0 Demonstrate skills essential for a job interview.

Florida Department of Education
COURSE DESCRIPTION - GRADES 6-8

Subject Area: Art – Visual Arts
Course Number: 0100015
Course Title: M/J Art/Art Appreciation 2 & Career Planning
Course Length: 1 year

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop fundamental art appreciation skills through the production of three-dimensional works of art. Production activities may include sketching, sculpting, and assemblage.

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

- use of tools and materials
- three-dimensional media, technology, and processes
- perception and observation
- imagery and visual language
- critical thinking and analysis
- historical and cultural perspectives
- connections between visual arts and other subject areas
- personal benefits -career opportunities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students (FACTS) at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

*The information underlined and highlighted in blue is new to this course and allows districts to integrate the middle school Career Exploration and Decision Making course as required by Section 1003.4156, Florida Statutes.

This course incorporates hands-on activities and consumption of art materials.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be

addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate the use of tools and materials in a safe, responsible, and appropriate manner.**
 - VA.A.1.3.2 use refinement and control in handling tools and materials in a safe and responsible manner.

- 2. Create works of art using varied three-dimensional media, tools, technology, and fundamental processes.**
 - VA.A.1.3.1 use *two-dimensional and* three-dimensional media, techniques, tools, and processes to solve specific visual arts problems with refinement and control.
 - VA.A.1.3.4 create *two-dimensional and* three-dimensional works of art that reflect competency and craftsmanship.

- 3. Demonstrate awareness of perceptual and observational skills used by artists in creating three-dimensional works of art.**
 - VA.B.1.3.3 understand and distinguish multiple purposes for creating works of art.
 - VA.D.1.3.3 understand how an artist's intent plays a crucial role in the aesthetic value of an object.

- 4. Demonstrate the fundamental use of imagery and elements of visual language to communicate ideas and feelings through three-dimensional works of art.**
 - VA.A.1.3.3 understand what makes various organizational elements and principles of design effective and ineffective in the communication of ideas.

 - VA.B.1.3.1 know how different subjects, themes, and symbols (through context, value, and aesthetics) convey intended meanings or ideas in works of art.
 - VA.B.1.3.2 know how the qualities and characteristics of art media, techniques, and processes can be used to enhance communication of experiences and ideas.
 - VA.B.1.3.4 know and use the interrelated elements of art and the principles of design to improve the communication of ideas.

5. **Demonstrate awareness of the major influences of culture and society throughout art history.**
VA.C.1.3.2 understand the role of the artist and the function of art in different periods of time and in different cultures.
6. **Demonstrate awareness of major themes, trends, and styles of art found in specified historical periods.**
VA.C.1.3.1 understand and use information from historical and cultural themes, trends, styles, periods of art, and artists.
7. **Compare and contrast works of art from representative cultures according to aesthetic qualities and technical elements.**
VA.D.1.3.1 understand how a work of art can be judged by more than one standard.
VA.D.1.3.2 use research and contextual information to identify responses to works of art.
8. **Demonstrate awareness of the reciprocal relationships between visual arts and other subject areas (e.g., technology, media, communication, world events).**
9. **Demonstrate awareness of the role and influence of visual arts, artists, and exhibition spaces in culture and society.**
VA.E.1.3.1 understand how knowledge, skills, and attitudes gained from the visual arts can enhance and deepen understanding of life.
VA.E.1.3.3 understand the various roles of museums, cultural centers, and exhibition spaces.
10. **Identify career opportunities related to visual arts.**
VA.E.1.3.2 understand the skills artists use in various careers and how they can be developed in art school or college or through internships.

Listed below are the course outcomes that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes.

Understanding the Workplace

- 271.0Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 272.0Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 273.0Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.

- 274.0 Describe how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

Self- Awareness

- 275.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 276.0 Identify five values that they consider important in making a career choice.
- 277.0 Identify skills needed for career choices and match to personal abilities and interests.
- 278.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 279.0 Identify strengths and areas in which assistance is needed at school.
- 280.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

Exploring Careers

- 281.0 Demonstrate the ability to locate, understand, and use career information.
- 282.0 Use the Internet to access career and education planning information.
- 283.0 Identify skills that are transferable from one occupation to another.
- 284.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/training requirements.
- 285.0 Explain the relationship between educational achievement and career success.

Goal Setting and Decision-Making

- 286.0 Identify and demonstrate use of steps to make career decisions.
- 287.0 Identify and demonstrate processes for making short and long term goals.

Workplace Skills

- 288.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 289.0 Demonstrate skills to interact positively with others.
- 290.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

Career and Education Planning

- 291.0 Identify secondary and postsecondary school courses and major area of interests that meet tentative career plans.
- 292.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.

- 293.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 294.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 295.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 296.0 Describe how extracurricular programs can be incorporated in career and education planning.
- 297.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 298.0 Describe high school credits and explain how GPAs are calculated.

Job Search

- 299.0 Demonstrate skills to complete a job application.
- 300.0 Demonstrate skills essential for a job interview.

Florida Department of Education
COURSE DESCRIPTION - GRADES 6-8

Subject Area: Art - Visual Arts
Course Number: 0100025
Course Title: M/J Art/Art Appreciation 3 & Career Planning
Course Length:

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop basic art appreciation skills through the production of two- and three-dimensional works of art. Production activities may include drawing, painting, printmaking, sketching, sculpting, and assemblage.

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

- use of tools and materials
- two- and three-dimensional media, technology, and processes
- perception and observation
- imagery and visual language
- critical thinking and analysis
- historical and cultural perspectives
- connections between visual arts and other subject areas
- personal benefits -career opportunities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students (FACTS) at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

*The information underlined and highlighted in blue is new to this course and allows districts to integrate the middle school Career Exploration and Decision Making course as required by Section 1003.4156, Florida Statutes.

This course incorporates hands-on activities and consumption of art materials.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate the use of tools and materials in a safe, responsible, and appropriate manner.**
 - VA.A.1.3.2 use refinement and control in handling tools and materials in a safe and responsible manner.

- 2. Create works of art using varied two- and three-dimensional media, tools, technology, and basic processes.**
 - VA.A.1.3.1 use two-dimensional and three-dimensional media, techniques, tools, and processes to solve specific visual arts problems with refinement and control.
 - VA.A.1.3.4 create two-dimensional and three-dimensional works of art that reflect competency and craftsmanship.

- 3. Demonstrate knowledge of perceptual and observational skills used by artists in creating works of art.**
 - VA.B.1.3.3 understand and distinguish multiple purposes for creating works of art.
 - VA.D.1.3.3 understand how an artist's intent plays a crucial role in the aesthetic value of an object.

- 4. Demonstrate the basic use of imagery and elements of visual language to communicate ideas and feelings through two- and three-dimensional works of art.**
 - VA.A.1.3.3 understand what makes various organizational elements and principles of design effective and ineffective in the communication of ideas.
 - VA.B.1.3.1 know how different subjects, themes, and symbols (through context, value, and aesthetics) convey intended meanings or ideas in works of art.
 - VA.B.1.3.2 know how the qualities and characteristics of art media, techniques, and processes can be used to enhance communication of experiences and ideas.
 - VA.B.1.3.4 know and use the interrelated elements of art and the principles of design to improve the communication of ideas.

5. **Demonstrate knowledge of the major influences of culture and society throughout art history.**
 - VA.C.1.3.2 understand the role of the artist and the function of art in different periods of time and in different cultures.

6. **Demonstrate knowledge of major themes, trends, and styles of art found in specified historical periods.**
 - VA.C.1.3.1 understand and use information from historical and cultural themes, trends, styles, periods of art, and artists.

7. **Analyze works of art from representative cultures according to aesthetic qualities and technical elements.**
 - VA.D.1.3.1 understand how a work of art can be judged by more than one standard.
 - VA.D.1.3.2 use research and contextual information to identify responses to works of art.

8. **Demonstrate knowledge of the reciprocal relationships between visual arts and other subject areas (e.g., technology, media, communication, world events).**

9. **Demonstrate knowledge of the role and influence of visual arts, artists, and exhibition spaces in culture and society.**
 - VA.E.1.3.1 understand how knowledge, skills, and attitudes gained from the visual arts can enhance and deepen understanding of life.
 - VA.E.1.3.3 understand the various roles of museums, cultural centers, and exhibition spaces.

10. **Identify career opportunities related to visual arts.**
 - VA.E.1.3.2 understand the skills artists use in various careers and how they can be developed in art school or college or through internships.

Listed below are the course outcomes that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes.

Understanding the Workplace

- 301.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 302.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 303.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.

- 304.0 Describe how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

Self- Awareness

- 305.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 306.0 Identify five values that they consider important in making a career choice.
- 307.0 Identify skills needed for career choices and match to personal abilities and interests.
- 308.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 309.0 Identify strengths and areas in which assistance is needed at school.
- 310.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

Exploring Careers

- 311.0 Demonstrate the ability to locate, understand, and use career information.
- 312.0 Use the Internet to access career and education planning information.
- 313.0 Identify skills that are transferable from one occupation to another.
- 314.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/training requirements.
- 315.0 Explain the relationship between educational achievement and career success.

Goal Setting and Decision-Making

- 316.0 Identify and demonstrate use of steps to make career decisions.
- 317.0 Identify and demonstrate processes for making short and long term goals.

Workplace Skills

- 318.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 319.0 Demonstrate skills to interact positively with others.
- 320.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

Career and Education Planning

- 321.0 Identify secondary and postsecondary school courses and major area of interests that meet tentative career plans.
- 322.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.

- 323.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 324.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 325.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 326.0 Describe how extracurricular programs can be incorporated in career and education planning.
- 327.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 328.0 Describe high school credits and explain how GPAs are calculated.

Job Search

- 329.0 Demonstrate skills to complete a job application.
- 330.0 Demonstrate skills essential for a job interview.

Florida Department of Education
COURSE DESCRIPTION - GRADES 6-8

Subject Area: Peer Counseling
Course Number: 1400000
Course Title: M/J Peer Counseling 1
Course Length: One Year
Certification: Any field (bachelor or higher degree)

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop awareness of self and others. Emphasis will be on acquisition of basic skills for effective communication and peer facilitation.

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

- functions of a peer facilitator
- basic human needs
- self-awareness and self-expression
- impact of peer pressure
- facilitative communication skills
- peer and family relationships
- dealing with conflict

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** The career and exploration planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

**The information highlighted in blue is new to this course and allows districts to integrate the middle school Career Exploration and Decision Making course as required by Section 1003.4156, Florida Statutes.*

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed

in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate awareness of the functions and responsibilities of peer facilitators (e.g., listening, confidentiality, team building, conflict resolution, intervention).**
- 2. Demonstrate awareness of basic human needs (e.g., food, clothing, shelter, recognition, development, security, identity).**
 - HE.A.1.3.3 know how physical, mental, emotional, and social health interrelate during adolescence.
- 3. Identify own feelings and needs and communicate them in a positive way.**
 - HE.B.1.3.1 know the importance of assuming responsibility for personal health behaviors.
- 4. Demonstrate use of basic facilitative communication skills (e.g., listening, questioning, feedback, paraphrasing, nonverbal communication, nonjudgmental response).**
 - HE.A.2.3.6 identify situations requiring professional health services.
 - HE.B.1.3.5 know techniques for avoiding threatening situations.
 - HE.B.3.3.1 know effective verbal and nonverbal communication skills (e.g., body language and eye statements).
 - HE.B.3.3.2 know various ways to communicate care, consideration, and acceptance of self and others (e.g., respect, trust, kindness, and sexual abstinence as an expression of love).
 - HE.B.3.3.5 demonstrate attentive communication skills (e.g., eye contact and hand and body gestures).
 - HE.B.3.3.6 know communication strategies for avoiding potentially harmful situations (e.g., refusal skills and resistance to peer pressure).
 - HE.B.3.3.8 know communication strategies for managing grief caused by disappointment, separation, or loss (e.g., counseling, talking, and listening).
 - HE.C.2.3.3 recognize that there are barriers to the effective communication of feelings and opinions on health issues when advocating for healthy living.
- 5. Demonstrate awareness of the positive and negative impacts of peer pressure on peer and family relationships.**
 - HE.A.1.3.4 understand how peer pressure can influence healthful choices.

- HE.B.1.3.2 understand the short-term and long-term consequences of safe, risky, and harmful behaviors.
- HE.B.2.3.2 know how information from peers influences health.
- HE.B.3.3.3 know skills for building and maintaining positive interpersonal relationships (e.g., compromising).
- HE.B.3.3.4 understand how the behavior of family members and peers affects interpersonal communication.
- HE.C.1.3.2 understand the role that individual, family, community, and cultural attitudes play when people make health-related decisions (*e.g., when making food choices*).

6. Demonstrate awareness of methods for dealing with conflict (e.g., communication, assertion, avoidance, aggression).

- HE.B.1.3.3 know strategies for managing stress.
- HE.B.3.3.7 understand the possible causes of conflict among youth in schools and communities and know positive communication strategies for preventing conflict.

7. Demonstrate use of basic techniques for conflict resolution (e.g., identify problem, focus on problem, listen, respect).

- HE.C.1.3.1 know how to apply a decision-making process to health issues and problems individually and collaboratively (*e.g., nutritional food choices at home, restaurants, and school*).
- HE.C.2.3.5 know ways to work cooperatively with others to advocate for healthy individuals, schools, and families.

Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):

Understanding the Workplace

- 01.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 02.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 03.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 04.0 Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

Self- Awareness

- 05.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.

- 06.0 Identify five values that they consider important in making a career choice.
- 07.0 Identify skills needed for career choices and match to personal abilities.
- 08.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 09.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

Exploring Careers

- 11.0 Demonstrate the ability to locate, understand, and use career information.
- 12.0 Use the Internet to access career and education planning information.
- 13.0 Identify skills that are transferable from one occupation to another.
- 14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
- 15.0 Explain the relationship between educational achievement and career success.

Goal Setting and Decision-Making

- 16.0 Identify and demonstrate use of steps to make career decisions.
- 17.0 Identify and demonstrate processes for making short and long term goals.

Workplace Skills

- 18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 19.0 Demonstrate skills to interact positively with others.
- 20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

Career and Education Planning

- 21.0 Identify secondary and postsecondary school courses and major areas of interest that meet tentative career plans.
- 22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
- 23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 25.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 26.0 Describe how extracurricular programs can be incorporated in career and education planning.

- 27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 28.0 Describe high school credits and explain how GPAs are calculated.

Job Search

- 29.0 Demonstrate skills to complete a job application.
- 30.0 Demonstrate skills essential for a job interview.

Florida Department of Education
COURSE DESCRIPTION - GRADES 6-8

Subject Area: Health
Course Number: 0800015
Course Title: M/J Health 2 & Career Planning
Course Length: One Semester or the equivalent of one-half a school year

- A. Major Concepts/Content.** The purpose of this course is to provide opportunities to apply comprehensive health principles in developing a healthy lifestyle.

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

- growth and development
- mental and emotional health
- personal health and individual wellness planning
- family life education
- nutritional health and physical activity
- safety, first aid, and violence prevention
- prevention and control of diseases
- consumer knowledge -alcohol, tobacco, and other drug use and abuse
- community and environmental health
- career and education exploration and planning.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

- B. Special Note.**

The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

*The information highlighted in blue is new to this course and allows districts to integrate the middle school Career Exploration and Decision Making course as required by Section 1003.4156, Florida Statutes.

Any student whose parents make a written request to the school principal shall be exempt from HIV/AIDS and human sexuality instructional activities. Course requirements for HIV/AIDS and human sexuality education shall not interfere with the local determination of appropriate curriculum which reflects local values and concerns.

There are a series of three courses, M/J Health 1 (0800000), M/J Health 2 (0800010), and M/J Health 3 (0800020), that provide an increasingly in-depth study of health-related concepts and principles derived from ten major content areas of comprehensive health education. This course is the same as M/J Health 2 except that the career course competencies have been integrated into the course.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

After successfully completing this course, the student will:

- 1. Describe the physical and emotional growth and development process of males and females.**
 - HE.A.1.3.1 know how body systems work together and influence each other.
 - HE.A.1.3.3 know how physical, mental, emotional, and social health interrelate during adolescence.

- 2. Practice behavior that promotes positive development of self-esteem and interpersonal relationships.**
 - HE.A.1.3.4 understand how peer pressure can influence healthful choices.
 - HE.B.1.3.3 know strategies for managing stress.
 - HE.B.2.3.2 know how information from peers influences health.
 - HE.B.3.3.2 know various ways to communicate care, consideration, and acceptance of self and others (e.g., respect, trust, kindness, and sexual abstinence as an expression of love).
 - HE.B.3.3.3 know skills for building and maintaining positive interpersonal relationships (e.g., compromising).
 - HE.B.3.3.8 know communication strategies for managing grief caused by disappointment, separation, or loss (e.g., counseling, talking, and listening).

- 3. Develop (or update) and implement a wellness plan based on an analysis of individual health status including, but not limited to, nutrition, physical activity, stress management, social activity, and emotional well-being.**
 - HE.B.1.3.4 know strategies for improving and maintaining personal and family health.
 - HE.C.1.3.4 know strategies and skills needed to attain a personal health goal.
 - HE.C.1.3.5 know how priorities, changing abilities, and responsibilities influence setting health goals (e.g., conducting a needs assessment).

4. **Describe immediate and long-range effects of personal health practices.**
 - HE.A.1.3.2 understand the relationship between positive health behaviors and the prevention of injury, illness, disease, and other health problems.
 - HE.A.1.3.6 know ways in which to reduce the risks related to the health problems of adolescents.
 - HE.C.1.3.3 understand the various consequences of health-related decisions.
 - HE.C.1.3.6 know the outcomes of good personal health habits.
5. **Analyze positive and negative relationships that influence self and family.**
 - HE.B.1.3.4 know strategies for improving and maintaining personal and family health.
 - HE.B.3.3.4 understand how the behavior of family members and peers affects interpersonal communication.
 - HE.C.2.3.5 know ways to work cooperatively with others to advocate for healthy individuals, schools, and families.
6. **Evaluate his or her diet according to nutritional requirements of adolescents.**
 - HE.A.1.3.10 know eating disorders that adversely affect health.
 - HE.B.1.3.1 know the importance of assuming responsibility for personal health behaviors.
7. **Identify and practice appropriate actions to deal with accidents and disasters.**
 - HE.A.1.3.7 know the benefits of positive health practice and the appropriate health-care measures necessary to prevent accidents, illnesses, and death.
 - HE.A.2.3.6 identify situations requiring professional health services.
 - HE.B.1.3.6 know injury-prevention and injury-management strategies for personal and family health.
 - HE.B.3.3.7 understand the possible causes of conflict among youth in schools and communities and know positive communication strategies for preventing conflict.
8. **Describe measures for the prevention and transmission of diseases and disorders, including HIV/AIDS and other sexually transmitted diseases.**
 - HE.A.1.3.6 know ways in which to reduce the risks related to the health problems of adolescents.
 - HE.A.1.3.7 know the benefits of positive health practice and the appropriate health-care measures necessary to prevent accidents, illnesses, and death.

HE.A.1.3.8 know how lifestyle, pathogens (germs), family history, and other risk factors are related to the cause or prevention of disease and other health problems.

9. Identify critical factors that influence consumer decisions regarding health products and services.

HE.A.1.3.9 know various methods of health promotion and disease prevention.

HE.A.2.3.5 know how to compare the costs of health products in order to assess value.

HE.B.2.3.1 know how messages from media and other sources influence health behavior.

HE.B.2.3.3 identify aspects in one's own culture and in the cultures of others that may have an impact on health and the use of health services.

10. Identify the effects of alcohol, tobacco and other drug use and abuse on physical, mental, and social well-being.

HE.B.1.3.2 understand the short-term and long-term consequences of safe, risky, and harmful behaviors.

HE.C.1.3.1 know how to apply a decision-making process to health issues and problems individually and collaboratively (e.g., nutritional food choices at home, restaurants, and school).

HE.C.1.3.3 understand the various consequences of health-related decisions.

11. Describe ways in which improving the environment can enhance physical, mental, and social health.

HE.A.1.3.5 understand the relationship between the environment and personal health.

HE.B.1.3.2 understand the short-term and long-term consequences of safe, risky, and harmful behaviors.

HE.C.2.3.1 know methods for conveying accurate health information and ideas to both individuals and groups using a variety of methods (e.g., through dialogue, oral reports, and posters).

Listed below are the course outcomes that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes.

Understanding the Workplace

31.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.

32.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.

33.0 Describe the need for career planning, changing careers, and the concept of

- lifelong learning and how they relate to personal fulfillment.
- 34.0 Describe how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

Self- Awareness

- 35.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 36.0 Identify five values that they consider important in making a career choice.
- 37.0 Identify skills needed for career choices and match to personal abilities.
- 38.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 39.0 Identify strengths and areas in which assistance is needed at school.
- 40.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

Exploring Careers

- 41.0 Demonstrate the ability to locate, understand, and use career information.
- 42.0 Use the Internet to access career and education planning information.
- 43.0 Identify skills that are transferable from one occupation to another.
- 44.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
- 45.0 Explain the relationship between educational achievement and career success.

Goal Setting and Decision-Making

- 46.0 Identify and demonstrate use of steps to make career decisions.
- 47.0 Identify and demonstrate processes for making short and long term goals.

Workplace Skills

- 48.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 49.0 Demonstrate skills to interact positively with others.
- 50.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

Career and Education Planning

- 51.0 Identify secondary and postsecondary school courses and major area of interests that meet tentative career plans.
- 52.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.

- 53.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 54.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 55.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 56.0 Describe how extracurricular programs can be incorporated in career and education planning.
- 57.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 58.0 Describe high school credits and explain how GPAs are calculated.

Job Search

- 59.0 Demonstrate skills to complete a job application.
- 60.0 Demonstrate skills essential for a job interview.

Florida Department of Education
COURSE DESCRIPTION - GRADES 6-8

Subject Area: Health
Course Number: 0800025
Course Title: M/J Health 3 & Career Planning
Course Length: One Semester or the equivalent of one-half a school year

- A. Major Concepts/Content.** The purpose of this course is to provide opportunities to apply knowledge, attitude, and skills necessary to maintain good health practices.

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

- growth and development -mental and emotional health
- personal health and individual wellness planning
- family life education
- nutritional health and physical activity
- safety, first aid, and violence prevention
- prevention and control of diseases -consumer knowledge -alcohol, tobacco, and other drug use and abuse
- community and environmental health – career and education exploration and planning.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

- B. Special Notes.**

The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

*The information highlighted in blue is new to this course and allows districts to integrate the middle school Career Exploration and Decision Making course as required by Section 1003.4156, Florida Statutes.

Any student whose parents make a written request to the school principal shall be exempt from HIV/AIDS and human sexuality instructional activities. Course requirements for HIV/AIDS and human sexuality education shall not interfere with the local determination of appropriate curriculum which reflects local values and concerns.

There are a series of three courses, M/J Health 1 (0800000), M/J Health 2 (0800010), and M/J Health 3 (0800020), that provide an increasingly in-depth study of health-related concepts and principles derived from ten major content areas of comprehensive health education. This course is the same as M/J Health 3 except that the career course competencies have been integrated into the course.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

After successfully completing this course, the student will:

- 1. Compare the major stages of life and their characteristics as they relate to growth and development.**
 - HE.A.1.3.3 know how physical, mental, emotional, and social health interrelate during adolescence.
 - HE.C.1.3.7 know how expanding abilities, independence, and responsibilities associated with maturation influence personal behavior.

- 2. Practice techniques for stress management, interpersonal communication, and effective decision making.**
 - HE.B.1.3.3 know strategies for managing stress.
 - HE.B.3.3.1 know effective verbal and nonverbal communication skills (e.g., body language and eye statements).
 - HE.B.3.3.2 know various ways to communicate care, consideration, and acceptance of self and others (e.g., respect, trust, kindness, and sexual abstinence as an expression of love).
 - HE.B.3.3.3 know skills for building and maintaining positive interpersonal relationships (e.g., compromising).
 - HE.B.3.3.4 understand how the behavior of family members and peers affects interpersonal communication.
 - HE.B.3.3.5 demonstrate attentive communication skills (e.g., eye contact and hand and body gestures).
 - HE.C.1.3.1 know how to apply a decision-making process to health issues and problems individually and collaboratively (e.g., nutritional food choices at home, restaurants, and school).

- 3. Develop (or update) and implement a wellness plan based on an analysis of individual health status including, but not limited to, nutrition, physical activity, stress management, social activity, and emotional well-being.**
 - HE.B.1.3.4 know strategies for improving and maintaining personal and family health.

- HE.C.1.3.4 know strategies and skills needed to attain a personal health goal.
 - HE.C.1.3.5 know how priorities, changing abilities, and responsibilities influence setting health goals (e.g., conducting a needs assessment).
 - HE.C.1.3.6 know the outcomes of good personal health habits.
- 4. Demonstrate skills that enhance family, social, and community relationships and promote nonabusive behavior.**
- HE.B.1.3.4 know strategies for improving and maintaining personal and family health.
 - HE.B.2.3.3 identify aspects in one's own culture and in the cultures of others that may have an impact on health and the use of health services.
 - HE.B.2.3.4 understand emotional and social health risks caused by prejudice in the community.
 - HE.B.3.3.4 understand how the behavior of family members and peers affects interpersonal communication.
- 5. Analyze food fads and fallacies in selecting a balanced diet.**
- HE.B.1.3.2 understand the short-term and long-term consequences of safe, risky, and harmful behaviors.
 - HE.B.2.3.1 know how messages from media and other sources influence health behavior.
- 6. Demonstrate appropriate actions for dealing with situations that threaten personal and family health, including medical emergencies.**
- HE.A.1.3.7 know the benefits of positive health practice and the appropriate health-care measures necessary to prevent accidents, illnesses, and death.
 - HE.B.1.3.6 know injury-prevention and injury-management strategies for personal and family health. (**Note:** For this course, the focus of instruction is on injury management, including first-aid strategies.)
 - HE.B.3.3.7 understand the possible causes of conflict among youth in schools and communities and know positive communication strategies for preventing conflict.
- 7. Describe measures for control and treatment of diseases and disorders, including HIV/AIDS and other sexually transmitted diseases.**
- HE.A.1.3.1 know how body systems work together and influence each other.

- HE.A.1.3.6 know ways in which to reduce the risks related to the health problems of adolescents.
- HE.A.1.3.7 know the benefits of positive health practice and the appropriate health-care measures necessary to prevent accidents, illnesses, and death.
- HE.A.1.3.8 know how lifestyle, pathogens (germs), family history, and other risk factors are related to the cause or prevention of disease and other health problems.
- HE.B.3.3.6 know communication strategies for avoiding potentially harmful situations (e.g., refusal skills and resistance to peer pressure).

8. Evaluation consumer decisions regarding health products and services.

- HE.A.2.3.1 know how to analyze the validity of health information, products, and services.
- HE.A.2.3.4 know how to access a variety of technologies for health information.
- HE.A.2.3.5 know how to compare the costs of health products in order to assess value.
- HE.A.2.3.6 identify situations requiring professional health services.
- HE.B.2.3.1 know how messages from media and other sources influence health behavior.

9. Analyze legal and social consequences of alcohol, tobacco, and other drug abuse.

- HE.A.1.3.4 understand how peer pressure can influence healthful choices.
- HE.A.1.3.8 know how lifestyle, pathogens (germs), family history, and other risk factors are related to the cause or prevention of disease and other health problems.
- HE.B.1.3.2 understand the short-term and long-term consequences of safe, risky, and harmful behaviors.
- HE.C.1.3.3 understand the various consequences of health-related decisions.

10. Describe the roles of health agencies in protecting the personal health and safety of members of the community.

- HE.A.2.3.2 know how to use resources from the home, school, and community that provide valid health information.
- HE.A.2.3.3 know how to locate health products and services.
- HE.C.2.3.6 know how to access community agencies that advocate healthy individuals, families, and communities.

- 11. Develop and implement a plan to address a local environmental problem.**
- HE.A.1.3.5 understand the relationship between the environment and personal health.
 - HE.C.1.3.5 know how priorities, changing abilities, and responsibilities influence setting health goals (e.g., conducting a needs assessment).
- 12. Demonstrate advocacy skills for personal, family, and community health.**
- HE.C.2.3.1 know methods for conveying accurate health information and ideas to both individuals and groups using a variety of methods (e.g., through dialogue, oral reports, and posters).
 - HE.C.2.3.2 know ways to effectively express feelings and opinions on health issues.
 - HE.C.2.3.3 recognize that there are barriers to the effective communication of feelings and opinions on health issues when advocating for healthy living.
 - HE.C.2.3.4 know how to influence others to make positive choices.
 - HE.C.2.3.5 know ways to work cooperatively with others to advocate for healthy individuals, schools, and families.
 - HE.C.2.3.6 know how to access community agencies that advocate healthy individuals, families, and communities.

Listed below are the course outcomes that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes.

Understanding the Workplace

- 61.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 62.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 63.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 64.0 Describe how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

Self-Awareness

- 65.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 66.0 Identify five values that they consider important in making a career choice.
- 67.0 Identify skills needed for career choices and match to personal abilities.
- 68.0 Demonstrate the ability to apply skills of self-advocacy and self-

- determination throughout the career planning process.
- 69.0 Identify strengths and areas in which assistance is needed at school.
- 70.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

Exploring Careers

- 71.0 Demonstrate the ability to locate, understand, and use career information.
- 72.0 Use the Internet to access career and education planning information.
- 73.0 Identify skills that are transferable from one occupation to another.
- 74.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
- 75.0 Explain the relationship between educational achievement and career success.

Goal Setting and Decision-Making

- 76.0 Identify and demonstrate use of steps to make career decisions.
- 77.0 Identify and demonstrate processes for making short and long term goals.

Workplace Skills

- 78.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 79.0 Demonstrate skills to interact positively with others.
- 80.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

Career and Education Planning

- 81.0 Identify secondary and postsecondary school courses and major area of interests that meet tentative career plans.
- 82.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
- 83.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 84.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 85.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 86.0 Describe how extracurricular programs can be incorporated in career and education planning.
- 87.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.

88.0 Describe high school credits and explain how GPAs are calculated.

Job Search

89.0 Demonstrate skills to complete a job application.

90.0 Demonstrate skills essential for a job interview.