

# FLORIDA DEPARTMENT OF EDUCATION

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**BCI**

Florida Department of Education  
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# Overview

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- Course Code Directory and Daggered Courses
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# Next Generation Sunshine State Standards (NGSSS) for the Arts Overview

- Purpose
  - Next Generation Sunshine State Standards (NGSSS) provide new benchmarks to guide rigorous instruction and assessment to ensure that students are college and career ready.
  - They also provide Associated Access Points for students with severe cognitive disabilities.
- Implementation
  - All teachers must use the Next Generation Standards that are listed in the new course descriptions this coming 2012-13 school year
  - Daggered courses (a) – use the standards already associated with them. These courses will no longer be available for use beginning with the 2013-14 school year.

# NGSSS - Features

- NGSSS benchmarks were created to address the increased levels of achievement registered by students and in response to evidence from both national and international measures of student achievement indicating the need for higher levels of challenge for all of our students.
- NGSSS benchmarks are more focused upon higher order thinking skills. There is significant emphasis on cognitive processes, aesthetic awareness, analysis, technology, creativity, multi-faceted problem-solving, learning for transfer, and 21st-century skills.
- In many cases, the benchmarks capture what arts educators have been doing with students as an integral part of their instruction. In other cases, the benchmarks challenge arts educators to strengthen their focus on process, depth, and increasingly rigorous student inquiry and self-assessment as a natural part of the learning process.

# NGSSS Arts - Framework

- **Big Ideas** – (the “10,000-ft. view”) They provide a broad view for Arts Education.
- **Enduring Understandings** – (the “5,000-ft. view”) Their purpose is to provide additional focus within the Big Idea that will facilitate teachers’ work in designing essential questions for their lesson plans.
- **Benchmarks** – (the “ground-level view”) Their purpose is to guide instruction and assessment, and to help students discover the Enduring Understandings and Big Ideas over time. These are measurable.

# NGSSS - Access Points

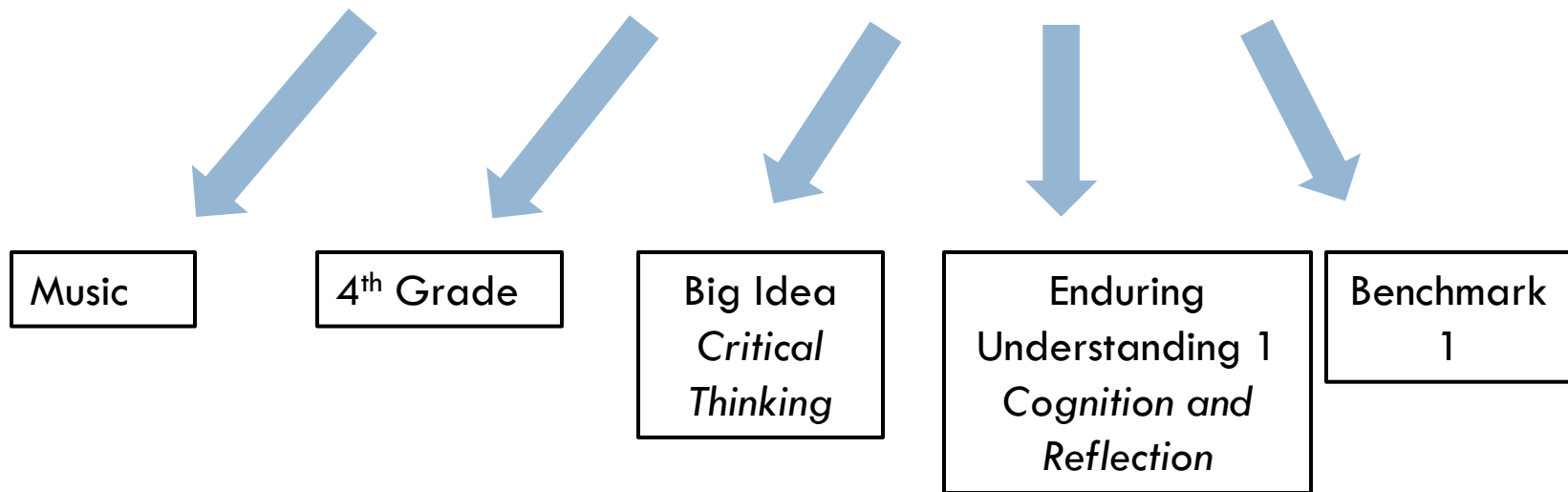
## What are access points?

As part of the revision to the Sunshine State Standards, access points for students with significant cognitive disabilities have been developed. These access points are expectations written for students with significant cognitive disabilities to access the general education curriculum. Embedded in the Next Generation Sunshine State Standards, access points reflect the core intent of the Standards with reduced levels of complexity. The three levels of complexity include participatory (Pa), supported (Su), and independent (In) with the participatory level being the least complex.

# NGSSS - Example Benchmark

Example:

# MU.4.C.1.1



# NGSSS - Benchmark Explanation

Benchmarks codes are written in the following format:

MU.4.C.1.1

- The first two letters indicate the content area.
- The first number (or letter in the case of Kindergarten) indicate the grade level.
- The next letter indicates the Big Idea.
- The following number indicates the Enduring Understanding.
- The final number indicates the benchmark.



# Course Code Directory (CCD)

- All courses that will be offered for the 2012-13 school year can be found in the CCD.  
<http://www.fldoe.org/articulation/CCD/1213.asp>
- View the narrative section at the same web page for important information that will guide you as you look at the CCD (e.g. symbols and required certifications for courses).
- Practical Arts (PA) Courses meeting Fine Arts graduation requirement pursuant to Section 1003.428(2)(a)5., F.S.; Chapter 2008-235, Laws of Florida  
<http://www.fldoe.org/articulation/CCD/files/PACourses1213.pdf>

# CCD Example Page

The @ symbol shows a certification that is longer offered. However, any teacher that still has this particular certification can teach the course.

SECTION 3		GRADES 9 TO 12 AND ADULT EDUCATION COURSES					GRADES 9-12, 30, 31			
COURSE NUMBER	ABBREVIATED TITLE COURSE TITLE	COURSE LEVEL/LENGTH	COURSES MEETING SUBJECT AREA GRADUATION REQUIREMENTS	MAXIMUM CREDIT	CERTIFICATION					
					ART	ED	@			
0104360	DRAW 3 HON Drawing 3 Honors	3/Y	PF	1.0	ART	ED	@4	ART	6	
0104370	PAINT 1 Painting 1	2/Y	PF	1.0	ART	ED	@4	ART	6	
0104380	PAINT 2 Painting 2	2/Y	PF	1.0	ART	ED	@4	ART	6	
0104390	PAINT 3 HON Painting 3 Honors	3/Y	PF	1.0	ART	ED	@4	ART	6	
*0104400	DRAW/PAINT 3 Drawing and Painting 3	3/Y	PF	1.0	ART	ED	@4	ART	6	
0104410	FIG DRAW Figure Drawing	2/Y	PF	1.0	ART	ED	@4	ART	6	
*0104415	PRE-AICE A&D P&M IG Pre-AICE Art and Design: Painting and Related Media IGCSE Level	2/Y	PF	1.0	ART	ED	@4	ART	6	
0104420	AICE ART&DES PNT&MED AICE ART&DES P&M AS AICE Art and Design - Painting & Related Media AICE Art and Design - Painting & Related Media AS Level	3/Y	PF	1.0	ART		6	ART ED	@4	
----- FABRICS/FIBERS -----										
*0105300	FABRS/FIBS 1 Fabrics/Fibers 1	2/Y	PF	1.0	ART	ED	@4	ART	6	
*0105310	FABRS/FIBS 2 Fabrics/Fibers 2	2/Y	PF	1.0	ART	ED	@4	ART	6	
*0105315	PRE-AICE A&D TD IG pre-AICE Art and Design: Textile Design IGCSE Level	2/Y	PF	1.0	ART	ED	@4	ART	6	
0105320	AICE DRESS, TEXTILES AICE DESIGN & TXT AS AICE Dress and Textiles AICE Design and Textiles AS Level	3/Y	PF	1.0	ART	ED	@4	ART	6	
*0105325	AICE DES&TEXTILES AL AICE Design and Textiles A Level	3/Y	PF	1.0	ART	ED	@4	ART	6	
0105330	AICE ART&DES FSH&DES AICE ART&DES F&D AS AICE Art & Design - Fashion & Design AICE Art and Design - Fashion & Design AS Level	3/Y	PF	1.0	ART		6	ART ED	@4	

Symbol for new course

Symbol for daggered course

1. Old Abbrev.
2. New Abbrev.
3. Old Course Name
4. New Course Name

# New and Daggered Courses

- New Courses – Up for adoption at the July 17<sup>th</sup> State Board of Education Meeting. Final Course Descriptions will be released shortly after being adopted.
- Daggered Courses (courses deleted after 2012-13)  
Course offerings were streamlined with the following in mind:
  - District needs
  - Duplicated content in courses
  - The creation of new courses
  - Enrollment/Demand

# Course Descriptions

- Course Description Paragraph
- Each newly revised course aligns with the NGSSS arts standards.
- They also contain standards from other content areas that must be covered.
  - ▣ Common Core Standards
  - ▣ NGSSS Benchmarks for other areas
- Where to currently find course descriptions
  - ▣ Revised Course Descriptions  
[http://www.fldoe.org/Bll/Curriculum/Fine\\_Arts](http://www.fldoe.org/Bll/Curriculum/Fine_Arts)
  - ▣ Older Course Descriptions  
[http://www.fldoe.org/Bll/curriculum/Course\\_Descriptions/basic.asp](http://www.fldoe.org/Bll/curriculum/Course_Descriptions/basic.asp)
  - ▣ New Courses Descriptions – will be available after the July 17<sup>th</sup> State Board of Education Meeting

# Examples of Cross Curricular Integration

- M/J Theatre 2 includes the following Language Arts Standard within its course description - (LACC.7.RL.2.5) “Compare and contrast a story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).” This might be used in conjunction with teaching the Theatre Benchmark – (TH.68.C.3.2) “Compare a film version of a story to its original play form.”
- Elementary Intermediate 2 (4<sup>th</sup> grade) includes the following science benchmark – (SC.4.P.10.3) “Investigate and explain that sound is produced by vibrating objects and that pitch depends on how fast or slow the object vibrates.” This benchmark coincides well with the music benchmark - (MU.4.H.3.1) “Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.”

# Common Core Standards

- 10 Anchor Standards
- Rigor is increased as a student progresses to the next grade level.
- Common Core standards are embedded within arts courses. They can be found at the end of the course description.
- Grades K-5 – Common Core English Language Arts Standards are used where applicable.
- Grades 6-12 – Common Core Literacy in History/Social Studies, Science and Technical Subjects State Standards are used in most 6-12 courses for both writing and reading. However, some courses such as in the case of Theatre use the regular English Language Arts Common Core standards.

# Example Course Description with Common Core Standards – Acting 3

<b>Course Number:</b> 0400390	
<b>Course Path:</b> Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Drama/Theatre Arts » SubSubject: Theatre Performance »	
<b>Course Title:</b> Acting 3	
<b>Course Section:</b> Grades PreK to 12 Education Courses	
<b>Abbreviated Title:</b> ACTING 3	
<b>Number of Credits:</b> 1.0	
<b>Course Length:</b> Year	
<b>Course Level:</b> 2	
<b>Course Status:</b> DRAFT - State Board approval pending	
<b>Graduation Requirements:</b> PF	
<b>General Description:</b> Students focus on development of significant acting skills and knowledge of the actor's literature, compiling a working actor's portfolio for exhibition and/or the interview process. They research potential job opportunities in the film, television, game animation, and theatre industries, as well as scholarships and opportunities available at the university level. An inquiry-based capstone project may be required. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
<b>CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.</b>	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
TH.912.C.1.2	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement.
TH.912.C.1.3	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.5	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.1.7	Justify personal perceptions of a director's vision and/or playwright's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
TH.912.C.2.1	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.5	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.
TH.912.C.2.6	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
TH.912.C.3.1	Explore commonalities between works of theatre and other performance media.
TH.912.C.3.2	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.

<b>SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.</b>	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
TH.912.S.1.2	Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.
TH.912.S.1.3	Develop criteria that may be applied to the selection and performance of theatrical work.
TH.912.S.1.6	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.1.8	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
TH.912.S.2.3	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.
TH.912.S.2.4	Sustain a character or follow technical cues in a production piece to show focus.
TH.912.S.2.5	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.
TH.912.S.2.6	Transfer acting and technical skills and techniques from one piece of dramatic text to another.
TH.912.S.2.8	Strengthen acting skills by engaging in theatre games and improvisations.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
TH.912.S.3.2	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3	Develop acting skills and techniques in the rehearsal process.
TH.912.S.3.5	Conduct a comparative analysis of acting methods and the teacher-artists who developed them as a foundational guide to acting.
TH.912.S.3.7	Demonstrate the audition process by researching and selecting monologues and presenting a memorized selection.
<b>ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.</b>	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
TH.912.O.1.1	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
TH.912.O.1.3	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
TH.912.O.2.2	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
TH.912.O.2.4	Construct and perform a pantomime of a complete story, showing a full character arc.
TH.912.O.2.8	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.

Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
TH.912.O.3.1	Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process.
TH.912.O.3.4	Create a performance piece to document a significant issue or event.
<b>HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.</b>	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
TH.912.H.1.1	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world.
TH.912.H.1.4	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
TH.912.H.2.2	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.3	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.4	Research the intent of, and critical reaction to, artists in history who created groundbreaking, innovative, or controversial works.
TH.912.H.2.7	Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
TH.912.H.3.1	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.3	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
TH.912.H.3.4	Create a routine of wellness and care for the actor's physical being as a performance instrument.
<b>INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.</b>	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
TH.912.F.1.1	Synthesize research, analysis, and imagination to create believable characters and settings.
Careers in and related to the arts significantly and positively impact local and global economies.	
TH.912.F.2.1	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity.
TH.912.F.2.2	Assess the skills needed for theatre-related jobs in the community to support career selection.

TH.912.F.2.5	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
TH.912.F.3.3	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.4	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.
TH.912.F.3.6	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application.
<b>Additional Required Benchmarks:</b>	
<b>LACC.1112.RL.1 Key Ideas and Details</b>	
LACC.1112.RL.1.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	
<b>LACC.1112.RL.2 Craft and Structure</b>	
LACC.1112.RL.2.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	
<b>LACC.1112.RL.3 Integration of Knowledge and Ideas</b>	
LACC.1112.RL.3.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	
<b>LACC.1112.RH.1 Key Ideas and Details</b>	
LACC.1112.RH.1.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	
<b>LACC.1112.WHST.2 Production and Distribution of Writing</b>	
LACC.1112.WHST.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
<b>LACC.1112.WHST.3 Research to Build and Present Knowledge</b>	
LACC.1112.WHST.3.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	



# CPALMS

- Standards are available to view or download at the following website: [www.floridastandards.org/](http://www.floridastandards.org/)
- Course Descriptions will be available at the same website.
- To download and/or print standards:
  - Click on the Standards Tab
  - Click on Export and Print Documents
  - Scroll down until you find the content area you wish to view
  - Click on either, “Download to Word” or “Open Print View”

# District-Developed Assessments

- No state EOC exams for the arts
- Technical Assistance Paper (TAP) regarding District-developed assessments
  - Memo -  
<http://info.fldoe.org/docushare/dsweb/Get/Document-6361/dps-2012-59.pdf>
  - Technical Assistance Paper –  
<http://info.fldoe.org/docushare/dsweb/Get/Document-6362/dps-2012-59a.pdf>



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