



Diocese of Venice Curricular Standards

High School

*Art, Music, Health, Physical Education, Computer Science and Technology, Engineering,
Media & Research, Theatre, & Exceptional Student Education (ESE)*

Diocese of Venice Standards for Art and Design

High School



Basic Principles Underlying All Standards to be Used for the Planning of Curriculum for the Diocese of Venice

Basic principles which inform all Catholic education in the Schools of the Diocese of Venice are:

- All knowledge, in some way, reflects God’s Truth, Beauty and Goodness.
- Curriculum and instruction enable deeper incorporation of the children into the Church, the formation of community within the school; and respect for the uniqueness and dignity of each person as created in the image of God.
- Education fosters growth in Christian virtue and contributes to development and formation of the whole person in light of his/her ultimate end and the good of the society of which he/she is a member.
- Each subject is to be examined in the context of the Catholic faith and is to be illuminated by Gospel values.
- Learning and formation occur in the Catholic school without separation as does the development of each student on both the natural and supernatural levels.
- Curriculum and instruction seeks to promote a synthesis of faith, life and culture and to form students as disciples of Jesus.



Gifts of CHRIST[©] at the Diocese of Venice Catholic Schools

The *Gifts of C.H.R.I.S.T.*[©] are dispositions made up of 4 Catholic virtues (humility, prudence, fortitude, and affability) and the three transcendentals (truth, beauty, and goodness) of the Catholic faith. CHRIST in the *Gifts of C.H.R.I.S.T.*[©] stands for Catholic **H**abits and **R**esponses **i**n **S**chool and on **T**eams. Through curricular and extracurricular learning experiences at a Diocese of Venice Catholic school, PK-12th grade students will learn about the 7 *Gifts of C.H.R.I.S.T.*[©] and how to consciously think, behave, and respond to challenging situations using the moral and ethical values and virtues of the Catholic faith.

GOC.T	Truth		
	GOC.T.1	I will seek to understand the truth in all situations.	
	GOC.T.2	I will be truthful in the way I act, and respond, and accept truth around me.	
GOC.B	Beauty		
	GOC.B.1	I will seek beauty in all things and in all situations.	
	GOC.B.2	I will find the beauty of God's creation and wonders around me.	
GOC.G	Goodness		
	GOC.G.1	I will exhibit goodness as God's example during my daily life.	
	GOC.G.2	I will seek goodness in learning situations and remember to see God's likeness and goodness even in my opponents.	
GOC.A	Affability		
	GOC.A.1	I can be kind and treat others the way I would want to be treated.	
	GOC.A.2	I can treat others with respect, and I can be approachable and friendly.	
GOC.H	Humility		
	GOC.H.1	I embrace the wisdom and knowledge that my mentors and teachers have to offer, and I understand that I can learn from their knowledge and experiences.	
	GOC.H.2	I am humbled with the knowledge and talents I have, and I understand that I can always learn more.	
GOC.P	Prudence		
	GOC.P.1	I embrace learning from others, and I understand the importance of sharing my knowledge and talents by teaching others as well.	
	GOC.P.2	I can be prudent in making ethical decisions by using my Catholic faith and values as a moral compass.	
COG.F	Fortitude		
	COG.F.1	I can do all things through Christ who strengthens me.	
	COG.F.2	I will seek courage in difficult situations in pursuit of what is true, beautiful, and good.	

High School

VA.912.C: Critical Thinking and Reflection

VA.912.C.1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

	VA.912.C.1.1	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
	VA.912.C.1.2	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
	VA.912.C.1.3	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.
	VA.912.C.1.4	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
	VA.912.C.1.5	Analyze how visual information is developed in specific media to create a recorded visual image.

	VA.912.C.1.6	Identify rationale for aesthetic choices in recording visual media.
	VA.912.C.1.7	Analyze challenges and identify solutions for three-dimensional structural problems.
	VA.912.C.1.8	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.
	VA.912.C.2: <i>Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</i>	
	VA.912.C.2.1	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
	VA.912.C.2.2	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress
	VA.912.C.2.3	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
	VA.912.C.2.4	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
	VA.912.C.2.5	Develop and use criteria to select works for a portfolio and defend one's artistic choices with a written, oral, and/or recorded analysis.
	VA.912.C.2.6	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
	VA.912.C.2.7	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
	VA.912.C.2.8	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
	VA.912.C.3: <i>The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</i>	
	VA.912.C.3.1	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
	VA.912.C.3.2	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."
	VA.912.C.3.3	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.

	VA.912.C.3.4	Use analytical skills to examine issues in non-visual art contexts.
	VA.912.C.3.5	Make connections between timelines in other content areas and timelines in the visual arts.
	VA.912.C.3.6	Discuss how the aesthetics of artwork and utilitarian objects have changed over time.
<i>VA.912.H: Historical and Global Connections</i>		
	<i>VA.912.H.1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</i>	
	VA.912.H.1.1	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
	VA.912.H.1.2	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
	VA.912.H.1.3	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.
	VA.912.H.1.4	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
	VA.912.H.1.5	Investigate the use of technology and media design to reflect creative trends in visual culture.
	VA.912.H.1.6	Create a timeline for the development of artists' materials to show multiple influences on the use of art media.
	VA.912.H.1.7	Research and report technological developments to identify influences on society.
	VA.912.H.1.8	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art.
	VA.912.H.1.9	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
	VA.912.H.1.10	Describe and analyze the characteristics of a culture and its people to create personal art reflecting daily life and/or the specified environment.
	<i>VA.912.H.2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</i>	
	VA.912.H.2.1	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
	VA.912.H.2.2	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.

	VA.912.H.2.3	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.
	VA.912.H.2.4	Research the history of art in public places to examine the significance of the artwork and its legacy for the future.
	VA.912.H.2.5	Analyze artwork from a variety of cultures and times to compare the function, significance, and connection to other cultures or times.
	VA.912.H.2.6	Analyze artistic trends to explain the rationale for creating personal adornment, visual culture, and/or design.
	VA.912.H.3: <i>Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</i>	
	VA.912.H.3.1	Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
	VA.912.H.3.2	Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.
	VA.912.H.3.3	Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.
VA.912.F: <i>Innovation, Technology, and the Future</i>		
	VA.912.F.1: <i>Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</i>	
	VA.912.F.1.1	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.
	VA.912.F.1.2	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.
	VA.912.F.1.3	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.
	VA.912.F.1.4	Use technological tools to create art with varying effects and outcomes.
	VA.912.F.1.5	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.
	VA.912.F.2: <i>Careers in and related to the arts significantly and positively impact local and global economies.</i>	

	VA.912.F.2.1	Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.
	VA.912.F.2.2	Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of aesthetic or utilitarian objects.
	VA.912.F.2.3	Analyze the potential economic impact of arts entities to revitalize a community or region.
	VA.912.F.2.4	Research ideas to plan, develop, and market art-related goods, artworks, or services that influence consumer beliefs and behaviors.
	VA.912.F.2.5	Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.
	VA.912.F.2.6	Research and discuss the potential of the visual arts to improve aesthetic living.
	VA.912.F.2.7	Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.
	VA.912.F.2.8	Describe community resources to preserve, restore, exhibit, and view works of art.
	VA.912.F.3: <i>The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</i>	
	VA.912.F.3.1	Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns.
	VA.912.F.3.2	Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy.
	VA.912.F.3.3	Discuss how the arts help students develop self-reliance and promote collaboration to strengthen leadership capabilities as priorities change.

	VA.912.F.3.4	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
	VA.912.F.3.5	Use appropriately cited sources to document research and present information on visual culture.
	VA.912.F.3.6	Identify ethical ways to use appropriation in personal works of art.
	VA.912.F.3.7	Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.
	VA.912.F.3.8	Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.
	VA.912.F.3.9	Identify and apply collaborative procedures to coordinate a student or community art event.
	VA.912.F.3.10	Apply rules of convention to create purposeful design.
	VA.912.F.3.11	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
	VA.912.F.3.12	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.O: <i>Organizational Structure</i>		

	<i>VA.912.O.1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</i>	
	VA.912.O.1.1	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.
	VA.912.O.1.2	Use and defend the choice of creative and technical skills to produce artworks.
	VA.912.O.1.3	Research and use the techniques and processes of various artists to create personal works.
	VA.912.O.1.4	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
	VA.912.O.1.5	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
	<i>VA.912.O.2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</i>	
	VA.912.O.2.1	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
	VA.912.O.2.2	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
	VA.912.O.2.3	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
	VA.912.O.2.4	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
	<i>VA.912.O.3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</i>	
	VA.912.O.3.1	Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.
	VA.912.O.3.2	Create a series of artworks to inform viewers about personal opinions and/or current issues.
<i>VA.912.S: Skills, Techniques, and Processes</i>		
	<i>VA.912.S.1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</i>	
	VA.912.S.1.1	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
	VA.912.S.1.2	Investigate the use of technology and other resources to inspire art-making decisions.
	VA.912.S.1.3	Interpret and reflect on cultural and historical events to create art.
	VA.912.S.1.4	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.

	VA.912.S.1.5	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process.
	VA.912.S.1.6	Describe processes and techniques used to record visual imagery.
	VA.912.S.1.7	Manipulate lighting effects, using various media to create desired results.
	VA.912.S.1.8	Use technology to simulate art-making processes and techniques.
	VA.912.S.1.9	Use diverse media and techniques to create paintings that represent various genres and schools of painting.
	<i>VA.912.S.2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</i>	
	VA.912.S.2.1	Demonstrate organizational skills to influence the sequential process when creating artwork.
	VA.912.S.2.2	Focus on visual information and processes to complete the artistic concept.
	VA.912.S.2.3	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
	VA.912.S.2.4	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
	VA.912.S.2.5	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
	VA.912.S.2.6	Incorporate skills, concepts, and media to create images from ideation to resolution.
	<i>VA.912.S.3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</i>	
	VA.912.S.3.1	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
	VA.912.S.3.2	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
	VA.912.S.3.3	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
	VA.912.S.3.4	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
	VA.912.S.3.5	Create multiple works that demonstrate thorough exploration of subject matter and themes.
	VA.912.S.3.6	Develop works with prominent personal vision revealed through mastery of art tasks and tools.
	VA.912.S.3.7	Use and maintain tools and equipment to facilitate the creative process.

	VA.912.S.3.8	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
	VA.912.S.3.9	Manipulate and embellish malleable or rigid materials to construct representational or abstract forms.
	VA.912.S.3.10	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
	VA.912.S.3.11	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.
	VA.912.S.3.12	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
	VA.912.S.3.13	Create three-dimensional modeled and rendered objects in figurative and nonfigurative digital applications.
<i>GP.1: Unit 1: Global Prehistory, 20,000-500 BCE</i>		
	<i>GP.1.1.CUL: Cultural Influences on Prehistoric Art</i>	
	GP.1.1.CUL.1.A	Identify a work of art (or group of related works)
	GP.1.1.CUL.2.A	Describe contextual elements of a work of art (or group of related works of art).
	<i>GP.1.2.MPT: Materials, Processes, and Techniques in Prehistoric Art</i>	

Diocese of Venice Standards for Music Education

High School



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High School

MU.912.C: Grades 9-12 Critical Thinking and Reflection

MU.912.C.1: *Cognition and reflection are required to appreciate, interpret, and create with artistic intent.*

MU.912.C.1.1 Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

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

MU.912.C.1.3 Analyze instruments of the world and classify them by common traits.

MU.912.C.1.4 Compare and perform a variety of vocal styles and ensembles.

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

MU.912.C.2.1 Evaluate and make appropriate adjustments to personal performance in solo and ensembles.

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

MU.912.C.2.3 Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.

MU.912.C.3: *The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.*

MU.912.C.3.1 Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.

MU.912.H: Grades 9-12 Historical and Global Connections

MU.912.H.1: *Through study in the arts, we learn about and honor others and the world in which they live(d).*

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

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

	MU.912.H.1.3	Compare two or more works of a composer across performance media.
	MU.912.H.1.4	Analyze how Western music has been influenced by historical and current world cultures.
	MU.912.H.1.5	Analyze music within cultures to gain understanding of authentic performance practices.
	<i>MU.912.H.2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</i>	
	MU.912.H.2.1	Evaluate the social impact of music on specific historical periods.
	MU.912.H.2.2	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
	MU.912.H.2.3	Analyze the evolution of a music genre.
	MU.912.H.2.4	Examine the effects of developing technology on composition, performance, and acquisition of music.
	<i>MU.912.H.3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</i>	
	MU.912.H.3.1	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
	MU.912.H.3.2	Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.
<i>MU.912.F: Grades 9-12 Innovation, Technology, and the Future</i>		
	<i>MU.912.F.1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</i>	
	MU.912.F.1.1	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
	MU.912.F.1.2	Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.

	<i>MU.912.F.2: Careers in and related to the arts significantly and positively impact local and global economies.</i>	
	MU.912.F.2.1	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.
	MU.912.F.2.2	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.
	MU.912.F.2.3	Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.
	<i>MU.912.F.3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</i>	
	MU.912.F.3.1	Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
	MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
	MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
	MU.912.F.3.4	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
<i>MU.912.O: Grades 9-12 Organizational Structure</i>		
	<i>MU.912.O.1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</i>	
	MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
	<i>MU.912.O.2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</i>	
	MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
	MU.912.O.2.2	Transpose melodies into different modalities through performance and composition.

	MU.912.O.3: <i>Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</i>	
	MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
	MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
MU.912.S: <i>Grades 9-12 Skills, Techniques, and Processes</i>		
	MU.912.S.1: <i>The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</i>	
	MU.912.S.1.1	Improvise rhythmic and melodic phrases over harmonic progressions.
	MU.912.S.1.2	Compose music for voices and/or acoustic, digital, or electronic instruments.
	MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
	MU.912.S.1.4	Perform and notate, independently and accurately, melodies by ear.
	MU.912.S.1.5	Research and report on the impact of MIDI as an industry-standard protocol.
	MU.912.S.1.6	Synthesize music, MIDI, pod-casting, webpage-development, and/or similar technology-based skills to share knowledge.
	MU.912.S.1.7	Combine and/or create virtual and audio instruments.
	MU.912.S.1.8	Record, mix, and edit a recorded performance.
	MU.912.S.1.9	Score music and use Foley art for a video segment or full video.
	MU.912.S.2: <i>Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</i>	
	MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
	MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
	MU.912.S.3: <i>Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</i>	
	MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

	MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
	MU.912.S.3.3	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
	MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
	MU.912.S.3.5	Develop and demonstrate proper vocal or instrumental technique.
<i>PIT: Pitch</i>		
	<i>PIT-1: Pitch fundamentals— Specific frequencies of sound, known as pitches, are basic units of music. Pitches can be presented successively and simultaneously in myriad ways, providing a basis for musical expression across a broad spectrum of genres, media, and styles.</i>	
	PIT-1.A	Identify pitches on the staff, using treble, bass, and C clefs, in performed and notated music
	PIT-1.B	Identify pitch discrepancies between notated and performed music in one or two voices.
	PIT-1.C	Identify half and whole steps presented in— a. performed music b. notated music
	PIT-1.D	Identify major scales presented in— a. performed music b. notated music
	PIT-1.E	Identify the function of a pitch relative to a tonic and its scale, using scale degree names and/or numbers, in— a. performed music b. notated music
	PIT-1.F	Identify major keys and key signatures in notated music.
	PIT-1.G	Identify forms of the minor scale, including natural, harmonic, and melodic forms in— a. performed music b. notated music
	PIT-1.H	Identify and notate a relative key and its key signature.
	PIT-1.I	Identify minor and relative keys in— a. performed music b. notated music
	PIT-1.J	Describe key relationships in— a. performed music b. notated music
	PIT-1.K	Identify chromatic, wholetone, and pentatonic scales in— a. performed music b. notated music
	PIT-1.L	Describe the size and quality of an interval in— a. performed music b. notated music
	PIT-1.M	Identify interval inversions and compound intervals in— a. performed music b. notated music
	PIT-1.N	Identify sounding pitches that correspond to the notated pitches of a transposing instrument when given the specific level and direction of transposition.

	PIT-1.O	Describe the quality of a chord in— a. performed music b. notated music
	PIT-1.P	Identify modes in— a. performed music b. notated music
	PIT-2: <i>Harmony—Groupings of pitches that are successively and/or simultaneously produced form perceivable units known as chords. Chords relate to each other within an established musical style through the context of harmony.</i>	
	PIT-2.A	Identify chords using letters and Roman/Arabic numerals that indicate specific scale degree of the root, quality, and bass note in— a. performed music b. notated music
	PIT-2.B	Use Roman numerals to indicate the harmonic progression implied by a figured bass.
	PIT-2.C	Describe the quality of a seventh chord in— a. performed music b. notated music
	PIT-2.D	Identify seventh chords using Roman/Arabic numerals that indicate specific scale degree of the root, quality, and bass note in— a. performed music b. notated music
	PIT-2.E	Compose a bass line added to a given soprano line, following the normative harmonic procedures of 18th-century music.
	PIT-2.F	Use Roman and Arabic numerals to indicate the specific chords and inversions implied by a bass line.
	PIT-2.G	Notate the pitches and rhythms of the outer voices (soprano and bass lines) in a performed harmonic progression that is composed in a major or minor key and may include limited use of chromatically altered pitches.
	PIT-2.H	Identify and describe harmonic function within a chord progression in a. performed music b. notated music
	PIT-2.I	Identify cadence types in— a. performed music b. notated music
	PIT-2.J	Identify and describe harmonic function and progression in— a. performed music b. notated music.
	PIT-2.K	Identify the type of 6 4 chord used in notated music.
	PIT-2.L	Describe the type of 6 4 chord used in notated music.
	PIT-2.M	Identify types of embellishing tones, including nonharmonic tones, in— a. performed music b. notated music
	PIT-2.N	Compose a bass line added to a given soprano line that incorporates unaccented passing and/or neighbor tones while following the normative harmonic procedures of 18th-century harmony and voice leading.
	PIT-2.O	Notate embellishing tones, including nonharmonic tones, indicated in a figured bass or Roman numeral progression.
	PIT-2.P	Identify and apply harmonic sequences in— a. performed music b. notated music
	PIT-2.Q	Identify and describe tonicization in— a. performed music b. notated music

	PIT-3: <i>Melody—Pitches that are deliberately sequenced through time produce an expressive musical statement known as a melody.</i>	
	PIT-3.A	Sight-sing the pitches and rhythms of a melody that is notated in treble or bass clef.
	PIT-3.B	Notate the pitches and rhythms of a performed melody— a. in treble or bass clef b. composed in a major or minor key
	PIT-3.C	Identify features of melody in— a. performed music b. notated music
	PIT-3.D	Compose a bass line added to a given soprano line, following the normative melodic procedures of 18th-century music.
	PIT-3.E	Identify and apply melodic procedures in— a. performed music b. notated music
	PIT-4: <i>Voice Leading—Individual voices of a composition are imbued with a cohesive sense of motion and interaction through musical voice leading, which is rooted in historical traditions.</i>	
	PIT-4.A	Identify and apply the procedures of 18th-century voice leading through— a. score analysis b. error detection c. writing exercises d. contextual listening
	PIT-4.B	Apply the procedures of 18th-century chord spelling and doubling through— a. score analysis b. error detection c. writing exercises
	PIT-4.C	Apply the procedures of 18th-century chord voicing and spacing through: a. score analysis b. error detection c. writing exercises
	PIT-4.D	Apply the conventions of 18th-century chord spelling, doubling, spacing, and voice leading to progressions that include chords in first inversion.
	PIT-4.E	Identify and apply the procedures of 18th-century voice leading of cadential 6 4 chords through— a. score analysis b. error detection c. part-writing exercises d. contextual listening
	PIT-4.F	Identify and apply the procedures of 18th-century voice leading of passing, pedal (or neighboring), and arpeggiated 6 4 chords through— a. score analysis b. error detection c. writing exercises d. contextual listening
RHY: <i>Rhythm</i>		
	RHY-1: <i>Rhythm and meter—Music exists in the dimension of time, where long and short sounds and silences can be combined in myriad ways. This temporal aspect, called rhythm, is often governed by a layered structure of interrelated pulses known as meter.</i>	
	RHY-1.A	Identify the rhythmic values of notes and rests in— a. performed music b. notated music
	RHY-1.B	Describe beat division and meter type in— a. performed music b. notated music

	RHY-1.C	Describe the meter type in— a. performed music b. notated music
	RHY-1.D	Describe the time signature in— a. performed music b. notated music
	RHY-1.E	Identify irregularities of beat division and/or beat grouping into measures in— a. performed b. notated music
	<i>RHY-2: Rhythmic patterns—Musical sounds and silences may be produced individually but are typically grouped into distinctive rhythmic patterns. These patterns help define the specific identity of a musical passage as it combines with other passages to create larger rhythmic formations.</i>	
	RHY-2.A	For rhythmic patterns in simple and compound meter— a. Identify the rhythmic pattern b. Notate the rhythmic pattern c. Sight-sing the rhythmic pattern
	RHY-2.B	Identify rhythmic discrepancies between notated and performed music in one or two voices.
	RHY-2.C	Compose the rhythmic aspects of a bass line added to a given soprano line, following conventions of the 18th-century chorale.
	<i>RHY-3: Rhythmic devices—Musicians use established rhythmic devices to expand expressive possibilities. These devices often achieve their effect by challenging the regularity of meter or transforming rhythmic patterns.</i>	
	RHY-3.A	Identify rhythmic devices in - a. performed music b. notated music
	RHY-3.B	Identify and apply procedures used to transform rhythmic patterns in— a. performed music b. notated music
DES: Musical Design		
	<i>DES-1: Texture—As the substance and structure of a physical object provides tactile texture, the substance and structure of music provides aural texture. The texture of a musical passage is based on the manner in which its layers are produced and distributed and how they interact to form the totality of sound.</i>	
	DES-1.A	Identify texture types in— a. performed music b. notated music
	DES-1.B	Identify texture devices in— a. performed music b. notated music
	DES-1.C	Describe relationships among musical lines, including the number of lines present in a passage and the position of a line in relation to other lines in— a. performed music b. notated music
	<i>DES-2: Timbre—As we perceive distinctive qualities of imagery, taste, smell, and touch, we can perceive distinctive qualities of musical sound, known as timbre. Timbre is based on the specific instruments and/ or voices used for performance and the physical manner in which they produce sound.</i>	

	DES-2.A	Identify performance media and vocal and instrumental timbres in performed music.
	DES-3: <i>Expressive elements—The variety of expressive elements extending beyond pitch, rhythm, form, texture, and timbre affects how music sounds, offering opportunities for individual interpretation. Expressive elements include dynamics, articulation, and tempo.</i>	
	DES-3.A	Identify and apply tempo markings, including those that indicate adjustments to the prevailing tempo, used in— a. performed music b. notated music
	DES-3.B	Identify dynamics and changes in dynamics in— a. performed music b. notated music
FOR: Form		
	FOR-1: <i>Form—As with language, music exhibits a structural aspect known as form, in which a musical composition is organized in a hierarchy of constituent parts. The specific ways these parts are related, contrasted, and/or developed produce the unique profile of an individual composition. Specific formal types and functions may be identified when parts of a composition follow established melodic-harmonic patterns or fulfill established roles within the overall hierarchical structure.</i>	
	FOR-1.A	Identify the beginnings, ends, and lengths of phrases in— a. performed music and b. notated music.
	FOR-1.B	Identify the basic units of phrases (i.e., motives) and melodic/rhythmic procedures involving these units in— a. performed music b. notated music
	FOR-1.C	Describe melodic relationships between phrases in— a. performed music b. notated music
	FOR-1.D	Identify periods in— a. performed music b. notated music
	FOR-1.E	Identify common sections in— a. performed music b. notated music

Diocese of Venice Standards for Health and Physical Education (PE)

Kindergarten-12th Grade



Basic Principles Underlying All Standards to be Used for the Planning of Curriculum for the Diocese of Venice

Basic principles which inform all Catholic education in the Schools of the Diocese of Venice are:

- All knowledge, in some way, reflects God’s Truth, Beauty and Goodness.
- Curriculum and instruction enable deeper incorporation of the children into the Church, the formation of community within the school; and respect for the uniqueness and dignity of each person as created in the image of God.
- Education fosters growth in Christian virtue and contributes to development and formation of the whole person in light of his/her ultimate end and the good of the society of which he/she is a member.
- Each subject is to be examined in the context of the Catholic faith and is to be illuminated by Gospel values.
- Learning and formation occur in the Catholic school without separation as does the development of each student on both the natural and supernatural levels.
- Curriculum and instruction seeks to promote a synthesis of faith, life and culture and to form students as disciples of Jesus.



Gifts of CHRIST[©] at the Diocese of Venice Catholic Schools

The *Gifts of C.H.R.I.S.T.*[©] are dispositions made up of 4 Catholic virtues (humility, prudence, fortitude, and affability) and the three transcendentals (truth, beauty, and goodness) of the Catholic faith. CHRIST in the *Gifts of C.H.R.I.S.T.*[©] stands for Catholic **H**abits and **R**esponses **i**n **S**chool and on **T**eams. Through curricular and extracurricular learning experiences at a Diocese of Venice Catholic school, PK-12th grade students will learn about the 7 *Gifts of C.H.R.I.S.T.*[©] and how to consciously think, behave, and respond to challenging situations using the moral and ethical values and virtues of the Catholic faith.

GOC.T	Truth		
	GOC.T.1	I will seek to understand the truth in all situations.	
	GOC.T.2	I will be truthful in the way I act, and respond, and accept truth around me.	
GOC.B	Beauty		
	GOC.B.1	I will seek beauty in all things and in all situations.	
	GOC.B.2	I will find the beauty of God's creation and wonders around me.	
GOC.G	Goodness		
	GOC.G.1	I will exhibit goodness as God's example during my daily life.	
	GOC.G.2	I will seek goodness in learning situations and remember to see God's likeness and goodness even in my opponents.	
GOC.A	Affability		
	GOC.A.1	I can be kind and treat others the way I would want to be treated.	
	GOC.A.2	I can treat others with respect, and I can be approachable and friendly.	
GOC.H	Humility		
	GOC.H.1	I embrace the wisdom and knowledge that my mentors and teachers have to offer, and I understand that I can learn from their knowledge and experiences.	
	GOC.H.2	I am humbled with the knowledge and talents I have, and I understand that I can always learn more.	
GOC.P	Prudence		
	GOC.P.1	I embrace learning from others, and I understand the importance of sharing my knowledge and talents by teaching others as well.	
	GOC.P.2	I can be prudent in making ethical decisions by using my Catholic faith and values as a moral compass.	
COG.F	Fortitude		
	COG.F.1	I can do all things through Christ who strengthens me.	
	COG.F.2	I will seek courage in difficult situations in pursuit of what is true, beautiful, and good.	

High School Health Education Standards

HE.912.C: *Grades 9-12 Health Literacy Concepts*

HE.912.C.1: *Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.*

HE.912.C.1.1	Predict how healthy behaviors can affect health status.
HE.912.C.1.2	Interpret the significance of interrelationships in mental/emotional, physical, and social health.
HE.912.C.1.3	Evaluate how environment and personal health are interrelated.
HE.912.C.1.4	Propose strategies to reduce or prevent injuries and health problems.
HE.912.C.1.5	
HE.912.C.1.6	Evaluate the relationship between access to health care and health status.
HE.912.C.1.7	Analyze how heredity and family history can impact personal health.
HE.912.C.1.8	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.

	<i>HE.912.C.2: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors</i>	
	HE.912.C.2.1	Analyze how the family influences the health of individuals.
	HE.912.C.2.2	Compare how peers influence healthy and unhealthy behaviors.
	HE.912.C.2.3	Assess how the school and community can affect personal health practice and behaviors.
	HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
	HE.912.C.2.5	Evaluate the effect of media on personal and family health.
	HE.912.C.2.6	Evaluate the impact of technology on personal, family, and community health.
	HE.912.C.2.7	Analyze how culture supports and challenges health beliefs, practices, and behaviors.
	HE.912.C.2.8	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
	HE.912.C.2.9	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
<i>HE.912.P: Grades 9-12 Health Literacy Promotion</i>		
	<i>HE.912.P.7: Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.</i>	
	HE.912.P.7.1	Analyze the role of individual responsibility in enhancing health.
	HE.912.P.7.2	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.
	<i>HE.912.P.8: Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.</i>	
	HE.912.P.8.1	Demonstrate how to influence and support others in making positive health choices.
	HE.912.P.8.2	Utilize current, accurate data/information to formulate a health-enhancing message.

	HE.912.P.8.3	Work cooperatively as an advocate for improving personal, family, and community health.
	HE.912.P.8.4	Adapt health messages and communication techniques to a specific target audience.
<i>HE.912.B: Grades 9-12 Health Literacy Responsible Behavior</i>		
	<i>HE.912.B.3: Accessing information - Demonstrate the ability to access valid health information, products, and services to enhance health.</i>	
	HE.912.B.3.1	Verify the validity of health information, products, and services.
	HE.912.B.3.2	Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.
	HE.912.B.3.3	Justify the validity of a variety of technologies to gather health information.
	HE.912.B.3.4	Justify when professional health services or providers may be required.
	<i>HE.912.B.4: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</i>	
	HE.912.B.4.1	Explain skills needed to communicate effectively with family, peers, and others to enhance health.
	HE.912.B.4.2	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
	HE.912.B.4.3	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
	HE.912.B.4.4	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.
	<i>HE.912.B.5: Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</i>	
	HE.912.B.5.1	Determine the value of applying a thoughtful decision-making process in health-related situations.
	HE.912.B.5.2	Generate alternatives to health-related issues or problems.
	HE.912.B.5.3	Appraise the potential short-term and long-term outcomes of each alternative on self and others.

	HE.912.B.5.4	Assess whether individual or collaborative decision making is needed to make a healthy decision.
	HE.912.B.5.5	Examine barriers that can hinder healthy decision making.
	HE.912.B.6: <i>Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</i>	
	HE.912.B.6.1	Evaluate personal health practices and overall health status to include all dimensions of health.
	HE.912.B.6.2	Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.
	HE.912.B.6.3	Implement strategies and monitor progress in achieving a personal health goal.
	HE.912.B.6.4	Formulate an effective long-term personal health plan.

High School Physical Education Curricular Standards

<i>PE.912.C: Grades 9-12 Cognitive Abilities</i>		
	<i>PE.912.C.2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</i>	
	PE.912.C.2.1	Identify and describe the critical elements of a basic water rescue.
	PE.912.C.2.2	Apply terminology and etiquette in dance.
	PE.912.C.2.3	Analyze the movement performance of self and others.
	PE.912.C.2.4	Choreograph complex dance sequences individually, with a partner or in a small group.
	PE.912.C.2.5	Analyze the relationship between music and dance.
	PE.912.C.2.6	Compare and contrast the health-related benefits of various physical activities.
	PE.912.C.2.7	Evaluate the effectiveness of specific warm-up and cool-down activities.
	PE.912.C.2.8	Differentiate between the three different types of heat illnesses associated with fluid loss.
	PE.912.C.2.9	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.
	PE.912.C.2.10	Analyze long-term benefits of regularly participating in physical activity.

	PE.912.C.2.11	Explain how each of the health-related components of fitness are improved through the application of training principles.
	PE.912.C.2.12	Compare and contrast aerobic versus anaerobic activities.
	PE.912.C.2.13	Document food intake, calories consumed and energy expended through physical activity and analyze the results.
	PE.912.C.2.14	Compare and contrast the skill-related components of fitness used in various physical activities.
	PE.912.C.2.15	Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.
	PE.912.C.2.16	Explain the methods of monitoring levels of intensity during aerobic activity.
	PE.912.C.2.17	Assess physiological effects of exercise during and after physical activity.
	PE.912.C.2.18	Differentiate between fact and fallacy as it relates to consumer physical fitness products and programs.
	PE.912.C.2.19	Choreograph complex sequences individually, with a partner or in a small group.
	PE.912.C.2.20	Identify appropriate methods to resolve physical conflict.
	PE.912.C.2.21	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.
	PE.912.C.2.22	Explain the skill-related components of fitness and how they enhance performance levels.

	PE.912.C.2.23	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
	PE.912.C.2.24	Analyze the mechanical principles as they apply to specific course activities.
	PE.912.C.2.25	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
	PE.912.C.2.26	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
	PE.912.C.2.27	Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.
	PE.912.C.2.28	Interpret and apply the rules associated with specific course activities.
<i>PE.912.L: Grades 9-12 Lifetime Fitness</i>		
	<i>PE.912.L.3: Participate regularly in physical activity.</i>	
	PE.912.L.3.1	Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity beyond physical education on five or more days of the week.
	PE.912.L.3.2	Participate in a variety of activities that promote the health-related components of fitness.
	PE.912.L.3.3	Identify a variety of activities that promote effective stress management.
	PE.912.L.3.4	Identify the in-school opportunities for participation in a variety of physical activities.
	PE.912.L.3.5	Identify the community opportunities for participation in a variety of physical activities.
	PE.912.L.3.6	Identify risks and safety factors that may affect physical activity throughout life.
	<i>PE.912.L.4: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.</i>	
	PE.912.L.4.1	Design a personal fitness program.
	PE.912.L.4.2	Identify ways to self-assess and modify a personal fitness program.
	PE.912.L.4.3	Identify strategies for setting goals when developing a personal fitness program.
	PE.912.L.4.4	Use available technology to assess, design and evaluate a personal fitness program.
	PE.912.L.4.5	Apply the principles of training to personal fitness goals.

	PE.912.L.4.6	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
	PE.912.L.4.7	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.
<i>PE.912.M: Grades 9-12 Movement Competency</i>		
	<i>PE.912.M.1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</i>	
	PE.912.M.1.1	Demonstrate critical elements of basic skills relating to aquatics.
	PE.912.M.1.2	Demonstrate proficiency in combination of motor skills related to aquatics.
	PE.912.M.1.3	Perform a basic water rescue, with or without equipment, without entering the water.
	PE.912.M.1.4	Perform refinement of one or more swim strokes to enhance efficiency, power and cardiorespiratory endurance in a variety of aquatics settings.
	PE.912.M.1.5	Apply strategies for self improvement based on individual strengths and needs.
	PE.912.M.1.6	Select appropriate music for dance forms and choreograph dance movements to music.
	PE.912.M.1.7	Perform advanced dance sequences from a variety of dances accurately.
	PE.912.M.1.8	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
	PE.912.M.1.9	Demonstrate complex skills and advanced rhythmic movements in dance.
	PE.912.M.1.10	Apply sport specific skills in simulation and in real-life applications.
	PE.912.M.1.11	Demonstrate competency in two or more extreme sports activities.
	PE.912.M.1.12	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.
	PE.912.M.1.13	Perform a student-designed cardiorespiratory enhancing workout.
	PE.912.M.1.14	Utilize technology to assess, enhance and maintain health and skill-related fitness levels.
	PE.912.M.1.15	Select and apply sport/activity specific warm-up and cool-down techniques.
	PE.912.M.1.16	Apply the principles of training and conditioning to accommodate individual needs and strengths.

	PE.912.M.1.17	Demonstrate basic cardiopulmonary resuscitation (CPR) procedures.
	PE.912.M.1.18	Demonstrate a variety of gymnastics skills with a level of control.
	PE.912.M.1.19	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
	PE.912.M.1.20	Perform complex combinations and sequences demonstrating smooth transitions while alone, with a partner or in a small group.
	PE.912.M.1.21	Demonstrate the relationship between complex dance elements and rhythmic movements related to educational gymnastics skills and sequences.
	PE.912.M.1.22	Demonstrate proficiency in advanced combinations of motor skills for a variety of individual and dual sports.
	PE.912.M.1.23	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
	PE.912.M.1.24	Apply a combination of complex movement patterns in a game setting.
	PE.912.M.1.25	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
	PE.912.M.1.26	Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking.
	PE.912.M.1.27	Demonstrate proficiency in a variety of outdoor pursuit activities.
	PE.912.M.1.28	Apply strategies and tactics in a variety of outdoor pursuits.
	PE.912.M.1.29	Demonstrate proficiency in self-defense movement skills.
	PE.912.M.1.30	Combine and apply movement patterns from simple to complex.
	PE.912.M.1.31	Demonstrate advanced offensive, defensive and transition strategies and tactics.
	PE.912.M.1.32	Apply sport specific skills in a variety of game settings.
	PE.912.M.1.33	Practice complex motor activities in order to improve performance.
	PE.912.M.1.34	Demonstrate use of the mechanical principles as they apply to specific course activities.
	PE.912.M.1.35	Select proper equipment and apply all appropriate safety procedures necessary for participation.
PE.912.R: <i>Grades 9-12 Responsible Behaviors and Values</i>		

	<i>PE.912.R.5: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</i>	
	PE.912.R.5.1	Describe ways to act independently of peer pressure during physical activities.
	PE.912.R.5.2	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
	PE.912.R.5.3	Demonstrate sportsmanship during game situations.
	PE.912.R.5.4	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
	PE.912.R.5.5	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
	<i>PE.912.R.6: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</i>	
	PE.912.R.6.1	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
	PE.912.R.6.2	Analyze physical activities from which benefits can be derived.
	PE.912.R.6.3	Analyze the roles of games, sports and/or physical activities in other cultures.

Diocese of Venice Standards for Technology/Computer Science

High School



Basic Principles Underlying All Standards to be Used for the Planning of Curriculum for the Diocese of Venice

Basic principles which inform all Catholic education in the Schools of the Diocese of Venice are:

- All knowledge, in some way, reflects God’s Truth, Beauty and Goodness.
- Curriculum and instruction enable deeper incorporation of the children into the Church, the formation of community within the school; and respect for the uniqueness and dignity of each person as created in the image of God.
- Education fosters growth in Christian virtue and contributes to development and formation of the whole person in light of his/her ultimate end and the good of the society of which he/she is a member.
- Each subject is to be examined in the context of the Catholic faith and is to be illuminated by Gospel values.
- Learning and formation occur in the Catholic school without separation as does the development of each student on both the natural and supernatural levels.
- Curriculum and instruction seeks to promote a synthesis of faith, life and culture and to form students as disciples of Jesus.



Gifts of CHRIST[©] at the Diocese of Venice Catholic Schools

The *Gifts of C.H.R.I.S.T.*[©] are dispositions made up of 4 Catholic virtues (humility, prudence, fortitude, and affability) and the three transcendentals (truth, beauty, and goodness) of the Catholic faith. CHRIST in the *Gifts of C.H.R.I.S.T.*[©] stands for Catholic **H**abits and **R**esponses **i**n **S**chool and on **T**eams. Through curricular and extracurricular learning experiences at a Diocese of Venice Catholic school, PK-12th grade students will learn about the 7 *Gifts of C.H.R.I.S.T.*[©] and how to consciously think, behave, and respond to challenging situations using the moral and ethical values and virtues of the Catholic faith.

GOC.T	Truth		
	GOC.T.1	I will seek to understand the truth in all situations.	
	GOC.T.2	I will be truthful in the way I act, and respond, and accept truth around me.	
GOC.B	Beauty		
	GOC.B.1	I will seek beauty in all things and in all situations.	
	GOC.B.2	I will find the beauty of God's creation and wonders around me.	
GOC.G	Goodness		
	GOC.G.1	I will exhibit goodness as God's example during my daily life.	
	GOC.G.2	I will seek goodness in learning situations and remember to see God's likeness and goodness even in my opponents.	
GOC.A	Affability		
	GOC.A.1	I can be kind and treat others the way I would want to be treated.	
	GOC.A.2	I can treat others with respect, and I can be approachable and friendly.	
GOC.H	Humility		
	GOC.H.1	I embrace the wisdom and knowledge that my mentors and teachers have to offer, and I understand that I can learn from their knowledge and experiences.	
	GOC.H.2	I am humbled with the knowledge and talents I have, and I understand that I can always learn more.	
GOC.P	Prudence		
	GOC.P.1	I embrace learning from others, and I understand the importance of sharing my knowledge and talents by teaching others as well.	
	GOC.P.2	I can be prudent in making ethical decisions by using my Catholic faith and values as a moral compass.	
COG.F	Fortitude		
	COG.F.1	I can do all things through Christ who strengthens me.	
	COG.F.2	I will seek courage in difficult situations in pursuit of what is true, beautiful, and good.	

High School		
<i>SC.912.CS-CC: 9-12 Computer Science - Communication and Collaboration</i>		
<i>SC.912.CS-CC.1: 9-12 Communication and collaboration</i>		
	SC.912.CS-CC.1.1	Evaluate modes of communication and collaboration.
	SC.912.CS-CC.1.2	Select appropriate tools within a project environment to communicate with project team members.
	SC.912.CS-CC.1.3	Collect, analyze, and present information using a variety of computing devices (e.g., probes, sensors, and handheld devices).
	SC.912.CS-CC.1.4	Develop a collaborative digital product using collaboration tools (e.g., version control systems and integrated development environments).
	SC.912.CS-CC.1.5	Communicate and publish key ideas and details to a variety of audiences using digital tools and media-rich resources.
	SC.912.CS-CC.1.6	Identify how collaboration influences the design and development of software artifacts.
	SC.912.CS-CC.1.7	Evaluate program designs and implementations written by others for readability and usability.
<i>SC.912.CS-CS: 9-12 Computer Science - Communication Systems and Computing</i>		
<i>SC.912.CS-CS.1: 9-12 Modeling and simulations</i>		
	SC.912.CS-CS.1.1	Analyze data and identify real-world patterns through modeling and simulation.
	SC.912.CS-CS.1.2	Formulate, refine, and test scientific hypotheses using models and simulations.

	SC.912.CS-CS.1.3	Explain how data analysis is used to enhance the understanding of complex natural and human systems.
	SC.912.CS-CS.1.4	Compare techniques for analyzing massive data collections.
	SC.912.CS-CS.1.5	Represent and understand natural phenomena using modeling and simulation.
<i>SC.912.CS-CS.2: 9-12 Problem solving and algorithms</i>		
	SC.912.CS-CS.2.1	Explain intractable problems and understand that problems exists that are computationally unsolvable (e.g., classic intractable problems include the Towers of Hanoi and the Traveling Salesman Problem -TSP).
	SC.912.CS-CS.2.2	Describe the concept of parallel processing as a strategy to solve large problems.
	SC.912.CS-CS.2.3	Demonstrate concurrency by separating processes into threads of execution and dividing data into parallel streams.
	SC.912.CS-CS.2.4	Divide a complex problem into simpler parts by using the principle of abstraction to manage complexity (i.e., by using searching and sorting as abstractions) using predefined functions and parameters, classes, and methods.
	SC.912.CS-CS.2.5	Evaluate a classical algorithms and implement an original algorithm.
	SC.912.CS-CS.2.6	Evaluate various data types and data structures.
	SC.912.CS-CS.2.7	Explain how sequence, selection, iteration, and recursion are building blocks of algorithms.
	SC.912.CS-CS.2.8	Decompose a problem by defining new functions and classes.
	SC.912.CS-CS.2.9	Evaluate ways to characterize how well algorithms perform and that two algorithms can perform differently for the same task.
	SC.912.CS-CS.2.10	Design and implement a simple simulation algorithm to analyze, represent, and understand natural phenomena.
	SC.912.CS-CS.2.11	Evaluate algorithms by their efficiency, correctness, and clarity (e.g., by analyzing and comparing execution times, testing with multiple inputs or data sets, and by debugging).
	SC.912.CS-CS.2.12	Compare and contrast simple data structures and their uses.
	SC.912.CS-CS.2.13	Explain how automated software testing can reduce the cost of the testing effort.
	SC.912.CS-CS.2.14	Explain what tools are applied to provide automated testing environments.
<i>SC.912.CS-CS.3: 9-12 Digital tools</i>		

	SC.912.CS-CS.3.1	Describe digital tools or resources to use for a real-world task based on their efficiency and effectiveness.
	SC.912.CS-CS.3.2	Evaluate different file types for different purposes (e.g., word processing, images, music, and three-dimensional drawings).
<i>SC.912.CS-CS.4: 9-12 Hardware and software</i>		
	SC.912.CS-CS.4.1	Describe a software development process that is used to solve problems at different software development stages (e.g., design, coding, testing, and verification).
	SC.912.CS-CS.4.2	Describe the organization of a computer and identify its principal components by name, function, and the flow of instructions and data between components (e.g., storage devices, memory, CPU, graphics processors, IO and network ports).
	SC.912.CS-CS.4.3	Differentiate between multiple levels of hardware and software (such as CPU hardware, operating system, translation, and interpretation) that support program execution.
	SC.912.CS-CS.4.4	Evaluate various forms of input and output (e.g., IO and storage devices and digital media).
	SC.912.CS-CS.4.5	Develop and evaluate criteria for purchasing or upgrading computer system hardware (e.g., Wi-Fi, mobile devices, home and office machines).
	SC.912.CS-CS.4.6	Develop criteria for selecting appropriate hardware and software when solving a specific real-world problem (such as business, educational, personal).
	SC.912.CS-CS.4.7	Develop a software artifact (independently and collaboratively) in phases (or stages) according to a common software development methodology (e.g., Waterfall or Spiral model).
	SC.912.CS-CS.4.8	Evaluate the basic components of computer networks.
	SC.912.CS-CS.4.9	Analyze historical trends in hardware and software to assess implications on computing devices for the future (e.g., upgrades for power/energy, computation capacity, speed, size, ease of use).
<i>SC.912.CS-CS.5: 9-12 Network systems</i>		
	SC.912.CS-CS.5.1	Identify and select the most appropriate file format based on trade-offs (e.g., open file formats, text, proprietary and binary formats, compression and encryption formats).
	SC.912.CS-CS.5.2	Describe the issues that impact network functionality (e.g., latency, bandwidth, firewalls and server capability).
	SC.912.CS-CS.5.3	Describe common network protocols, such as IP, TCP, SMTP, HTTP, and FTP, and how these are applied by client-server and peer-to-peer networks.
<i>SC.912.CS-CS.6: 9-12 Human - Computer interactions and Artificial Intelligence</i>		
	SC.912.CS-CS.6.1	Describe the unique features of computers embedded in mobile devices and vehicles.

	SC.912.CS-CS.6.2	Describe the common physical and cognitive challenges faced by users when learning to use software and hardware.
	SC.912.CS-CS.6.3	Describe the process of designing software to support specialized forms of human-computer interaction.
	SC.912.CS-CS.6.4	Explain the notion of intelligent behavior through computer modeling and robotics.
	SC.912.CS-CS.6.5	Describe common measurements of machine intelligence (e.g., Turing test).
	SC.912.CS-CS.6.6	Describe a few of the major branches of artificial intelligence (e.g., expert systems, natural language processing, machine perception, machine learning).
	SC.912.CS-CS.6.7	Describe major applications of artificial intelligence and robotics, including, but not limited to, the medical, space, and automotive fields.
<i>SC.912.CS-CP: 9-12 Computer Science - Computer Practices and Programming</i>		
	<i>SC.912.CS-CP.1: 9-12 Data analysis</i>	
	SC.912.CS-CP.1.1	Evaluate effective uses of Boolean logic (e.g., using "not", "or", "and") to refine searches for individual and collaborative projects.
	SC.912.CS-CP.1.2	Perform advanced searches to locate information and/or design a data-collection approach to gather original data (e.g., qualitative interviews, surveys, prototypes, and simulations).
	SC.912.CS-CP.1.3	Analyze and manipulate data collected by a variety of data collection techniques to support a hypothesis.
	SC.912.CS-CP.1.4	Collect real-time data from sources such as simulations, scientific and robotic sensors, and device emulators, using this data to formulate strategies or algorithms to solve advanced problems.
	<i>SC.912.CS-CP.2: 9-12 Computer programming basics</i>	
	SC.912.CS-CP.2.1	Explain the program execution process (by an interpreter and in CPU hardware).
	SC.912.CS-CP.2.2	Design and implement a program using global and local scope.
	SC.912.CS-CP.2.3	Implement a program using an industrial-strength integrated development environment.
	SC.912.CS-CP.2.4	Facilitate programming solutions using application programming interfaces (APIs) and libraries.
	SC.912.CS-CP.2.5	Explain the role of an API in the development of applications and the distinction between a programming language's syntax and the API.
	SC.912.CS-CP.2.6	Describe a variety of commonly used programming languages.

	SC.912.CS-CP.2.7	Classify programming languages by paradigm and application domain (e.g., imperative, functional, and logic languages) and evaluate their application to domains such as web programming, symbolic processing and data/numerical processing.
	<i>SC.912.CS-CP.3: 9-12 Programming applications</i>	
	SC.912.CS-CP.3.1	Create a computational artifact, individually and collaboratively, followed by reflection, analysis, and iteration (e.g., data-set analysis program for science and engineering fair, capstone project that includes a program, term research project based on program data).
	SC.912.CS-CP.3.2	Create mobile computing applications and/or dynamic web pages through the use of a variety of design and development tools, programming languages, and mobile devices/emulators.
	SC.912.CS-PC	9-12 Computer Science - Personal, Community, Global, and Ethical Impact
	<i>SC.912.CS-PC.1: 9-12 Responsible use of technology and information</i>	
	SC.912.CS-PC.1.1	Compare and contrast appropriate and inappropriate social networking behaviors.
	SC.912.CS-PC.1.2	Describe and demonstrate ethical and responsible use of modern communication media and devices.
	SC.912.CS-PC.1.3	Evaluate the impacts of irresponsible use of information (e.g., plagiarism and falsification of data) on collaborative projects.
	SC.912.CS-PC.1.4	Explain the principles of cryptography by examining encryption, digital signatures, and authentication methods (e.g., explain why and how certificates are used with "https" for authentication and encryption).
	SC.912.CS-PC.1.5	Implement an encryption, digital signature, or authentication method.
	SC.912.CS-PC.1.6	Describe computer security vulnerabilities and methods of attack, and evaluate their social and economic impact on computer systems and people.
	<i>SC.912.CS-PC.2: 9-12 The impact of computing resources on local and global society</i>	
	SC.912.CS-PC.2.1	Describe how the Internet facilitates global communication.
	SC.912.CS-PC.2.2	Identify ways to use technology to support lifelong learning.
	SC.912.CS-PC.2.3	Discuss and analyze the impact of values and points of view that are presented in media messages (e.g., racial, gender, and political).
	SC.912.CS-PC.2.4	Analyze the positive and negative impacts of technology on popular culture and personal life.
	SC.912.CS-PC.2.5	Construct strategies to combat cyberbullying or online harassment.

	SC.912.CS-PC.2.6	Describe the impact of computing on business and commerce (e.g., automated inventory processing, financial transactions, e-commerce, virtualization, and cloud computing).
	SC.912.CS-PC.2.7	Describe how technology has changed the way people build and manage organizations and how technology impacts personal life.
	SC.912.CS-PC.2.8	Evaluate ways in which adaptive technologies may assist users with special needs.
	SC.912.CS-PC.2.9	Explain how societal and economic factors are affected by access to critical information.
	SC.912.CS-PC.2.10	Describe and evaluate the challenges (e.g., political, social, and economic) in providing equal access and distribution of technology in a global society.
	SC.912.CS-PC.2.11	Construct writings and/or communications using developmentally appropriate terminology.
	SC.912.CS-PC.2.12	Explore a variety of careers to which computing is central.
	SC.912.CS-PC.2.13	Predict future careers and the technologies that may exist based on current technology trends.
<i>SC.912.CS-PC.3: 9-12 Evaluation of digital information resources</i>		
	SC.912.CS-PC.3.1	Evaluate the quality of digital resources for reliability (i.e., currency, relevancy, authority, accuracy, and purpose of digital information).
	SC.912.CS-PC.3.2	Evaluate the accuracy, relevance, comprehensiveness, appropriateness, and bias of electronic information resources.
	SC.912.CS-PC.3.3	Conduct research using peer reviewed articles, newspapers, magazine articles, and online books.
	SC.912.CS-PC.3.4	Analyze and evaluate public/government resources and describe how using these resources for communication can affect change.
<i>SC.912.CS-PC.4: 9-12 Security, privacy, information, sharing, ownership, licensure and copyright</i>		
	SC.912.CS-PC.4.1	Describe how different types of software licenses (e.g., open source and proprietary licenses) can be used to share and protect intellectual property.
	SC.912.CS-PC.4.2	Explain how access to information may not include the right to distribute the information.
	SC.912.CS-PC.4.3	Describe differences between open source, freeware, and proprietary software licenses, and how they apply to different types of software.
	SC.912.CS-PC.4.4	Describe security and privacy issues that relate to computer networks.
	SC.912.CS-PC.4.5	Identify computer-related laws and analyze their impact on digital privacy, security, intellectual property, network access, contracts, and harassment.

	SC.912.CS-PC.4.6	Describe security and privacy issues that relate to computer networks including the permanency of data on the Internet, online identity, and privacy.
	SC.912.CS-PC.4.7	Evaluate and use digital citation tools to cite sources.
	SC.912.CS-PC.4.8	Describe the impact of government regulation on privacy and security.
9-10.3A.CSTA: Computer Science Teachers Association Standards - Level 3A: Grades 9-10 (Ages 14-16)		
	9-10.3A.CS: <i>Computing Systems (Grades 9-10)</i>	
	9-10.3A-CS-01	Explain how abstractions hide the underlying implementation details of computing systems embedded in everyday objects.
	9-10.3A-CS-02	Compare levels of abstraction and interactions between application software, system software, and hardware layers.
	9-10.3A-CS-03	Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.
	9-10.3A.NI: <i>Networks & the Internet (Grades 9-10)</i>	
	9-10.3A-NI-04	Evaluate the scalability and reliability of networks, by describing the relationship between routers, switches, servers, topology, and addressing.
	9-10.3A-NI-05	Give examples to illustrate how sensitive data can be affected by malware and other attacks.
	9-10.3A-NI-06	Recommend security measures to address various scenarios based on factors such as efficiency, feasibility, and ethical impacts.
	9-10.3A-NI-07	Compare various security measures, considering tradeoffs between the usability and security of a computing system.
	9-10.3A-NI-08	Explain tradeoffs when selecting and implementing cybersecurity recommendations.
	9-10.3A.DA: <i>Data & Analysis (Grades 9-10)</i>	
	9-10.3A-DA-09	Translate between different bit representations of real-world phenomena, such as characters, numbers, and images.
	9-10.3A-DA-10	Evaluate the tradeoffs in how data elements are organized and where data is stored.
	9-10.3A-DA-11	Create interactive data visualizations using software tools to help others better understand real-world phenomena.
	9-10.3A-DA-12	Create computational models that represent the relationships among different elements of data collected from a phenomenon or process.
	9-10.3A.AP: <i>Algorithms & Programming (Grades 9-10)</i>	

	9-10.3A-AP-13	Create prototypes that use algorithms to solve computational problems by leveraging prior student knowledge and personal interests.
	9-10.3A-AP-14	Use lists to simplify solutions, generalizing computational problems instead of repeatedly using simple variables.
	9-10.3A-AP-15	Justify the selection of specific control structures when tradeoffs involve implementation, readability, and program performance, and explain the benefits and drawbacks of choices made.
	9-10.3A-AP-16	Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue by using events to initiate instructions.
	9-10.3A-AP-17	Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
	9-10.3A-AP-18	Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.
	9-10.3A-AP-19	Systematically design and develop programs for broad audiences by incorporating feedback from users.
	9-10.3A-AP-20	Evaluate licenses that limit or restrict use of computational artifacts when using resources such as libraries.
	9-10.3A-AP-21	Evaluate and refine computational artifacts to make them more usable and accessible.
	9-10.3A-AP-22	Design and develop computational artifacts working in team roles using collaborative tools.
	9-10.3A-AP-23	Document design decisions using text, graphics, presentations, and/or demonstrations in the development of complex programs.
	9-10.3A.IC: <i>Impacts of Computing (Grades 9-10)</i>	
	9-10.3A-IC-24	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
	9-10.3A-IC-25	Test and refine computational artifacts to reduce bias and equity deficits.
	9-10.3A-IC-26	Demonstrate ways a given algorithm applies to problems across disciplines.
	9-10.3A-IC-27	Use tools and methods for collaboration on a project to increase connectivity of people in different cultures and career fields.
	9-10.3A-IC-28	Explain the beneficial and harmful effects that intellectual property laws can have on innovation.

	9-10.3A-IC-29	Explain the privacy concerns related to the collection and generation of data through automated processes that may not be evident to users.
	9-10.3A-IC-30	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics.
11-12.3B.CSTA: <i>Computer Science Teachers Association Standards - Level 3B: Grades 11-12 (Ages 16-18)</i>		
11-12.3B.CS: <i>Computing Systems (Grades 11-12)</i>		
	11-12.3B-CS-01	Categorize the roles of operating system software.
	11-12.3B-CS-02	Illustrate ways computing systems implement logic, input, and output through hardware components.
11-12.3B.NI: <i>Networks & the Internet (Grades 11-12)</i>		
	11-12.3B-NI-03	Describe the issues that impact network functionality (e.g., bandwidth, load, delay, topology).
	11-12.3B-NI-04	Compare ways software developers protect devices and information from unauthorized access.
11-12.3B.DA: <i>Data & Analysis (Grades 11-12)</i>		
	11-12.3B-DA-05	Use data analysis tools and techniques to identify patterns in data representing complex systems.
	11-12.3B-DA-06	Select data collection tools and techniques to generate data sets that support a claim or communicate information.
	11-12.3B-DA-07	Evaluate the ability of models and simulations to test and support the refinement of hypotheses.
11-12.3B.AP: <i>Algorithms & Programming (Grades 11-12)</i>		
	11-12.3B-AP-08	Describe how artificial intelligence drives many software and physical systems.
	11-12.3B-AP-09	Implement an artificial intelligence algorithm to play a game against a human opponent or solve a problem.
	11-12.3B-AP-10	Use and adapt classic algorithms to solve computational problems.
	11-12.3B-AP-11	Evaluate algorithms in terms of their efficiency, correctness, and clarity.
	11-12.3B-AP-12	Compare and contrast fundamental data structures and their uses.
	11-12.3B-AP-13	Illustrate the flow of execution of a recursive algorithm.
	11-12.3B-AP-14	Construct solutions to problems using student-created components, such as procedures, modules and/or objects.

	11-12.3B-AP-15	Analyze a large-scale computational problem and identify generalizable patterns that can be applied to a solution.
	11-12.3B-AP-16	Demonstrate code reuse by creating programming solutions using libraries and APIs.
	11-12.3B-AP-17	Plan and develop programs for broad audiences using a software life cycle process.
	11-12.3B-AP-18	Explain security issues that might lead to compromised computer programs.
	11-12.3B-AP-19	Develop programs for multiple computing platforms.
	11-12.3B-AP-20	Use version control systems, integrated development environments (IDEs), and collaborative tools and practices (code documentation) in a group software project.
	11-12.3B-AP-21	Develop and use a series of test cases to verify that a program performs according to its design specifications.
	11-12.3B-AP-22	Modify an existing program to add additional functionality and discuss intended and unintended implications (e.g., breaking other functionality).
	11-12.3B-AP-23	Evaluate key qualities of a program through a process such as a code review.
	11-12.3B-AP-24	Compare multiple programming languages and discuss how their features make them suitable for solving different types of problems.
	<i>11-12.3B.IC: Impacts of Computing (Grades 11-12)</i>	
	11-12.3B-IC-25	Evaluate computational artifacts to maximize their beneficial effects and minimize harmful effects on society.
	11-12.3B-IC-26	Evaluate the impact of equity, access, and influence on the distribution of computing resources in a global society.
	11-12.3B-IC-27	Predict how computational innovations that have revolutionized aspects of our culture might evolve.
	11-12.3B-IC-28	Debate laws and regulations that impact the development and use of software.

AP COMPUTER SCIENCE

APCS.MOD.1: Modularity - Some objects or concepts are so frequently represented that programmers can draw upon existing code that has already been tested, enabling them to write solutions more quickly and with a greater degree of confidence.

APCS.MOD.SK: Suggested Skills

	APCS.MOD.SK.1.A	Determine an appropriate program design to solve a problem or accomplish a task (not assessed).
	APCS.MOD.SK.1.B	Determine code that would be used to complete code segments.
	APCS.MOD.SK.1.C	Determine code that would be used to complete code segments.
	APCS.MOD.SK.2.A	Apply the meaning of specific operators.
	APCS.MOD.SK.2.B	Determine the result or output based on statement execution order in a code segment without method calls (other than output).
	APCS.MOD.SK.2.C	Determine the result or output based on statement execution order in a code segment without method calls (other than output).
	APCS.MOD.SK.3.A	Write program code to create objects of a class and call methods.
	APCS.MOD.SK.3.B	Write program code to define a new type by creating a class.
	APCS.MOD.SK.4.B	Identify errors in program code.
	APCS.MOD.SK.5.A	Describe the behavior of a given segment of program code.
	APCS.MOD.SK.5.B	Explain why a code segment will not compile or work as intended.
	APCS.MOD.SK.5.D	Describe the initial conditions that must be met for a program segment to work as intended or described.
	<i>APCS.MOD.1.A: Call system class methods to generate output to the console.</i>	
	APCS.MOD.1.A.1	System.out.print and System.out.println display information on the computer monitor.
	APCS.MOD.1.A.2	System.out.println moves the cursor to a new line after the information has been displayed, while System.out.print does not.
	<i>APCS.MOD.1.B: Explain the relationship between a class and an object.</i>	
	APCS.MOD.1.B.1	An object is a specific instance of a class with defined attributes.

	APCS.MOD.1.B.2	A class is the formal implementation, or blueprint, of the attributes and behaviors of an object.
	<i>APCS.MOD.1.C: Identify, using its signature, the correct constructor being called.</i>	
	APCS.MOD.1.C.1	A signature consists of the constructor name and the parameter list.
	APCS.MOD.1.C.2	The parameter list, in the header of a constructor, lists the types of the values that are passed and their variable names. These are often referred to as formal parameters.
	APCS.MOD.1.C.3	A parameter is a value that is passed into a constructor. These are often referred to as actual parameters.
	APCS.MOD.1.C.4	Constructors are said to be overloaded when there are multiple constructors with the same name but a different signature.
	APCS.MOD.1.C.5	The actual parameters passed to a constructor must be compatible with the types identified in the formal parameter list.
	APCS.MOD.1.C.6	Parameters are passed using call by value. Call by value initializes the formal parameters with copies of the actual parameters.
	<i>APCS.MOD.1.D: For creating objects: a.) Create objects by calling constructors without parameters. b.) Create objects by calling constructors with parameters.</i>	
	APCS.MOD.1.D.1	Every object is created using the keyword new followed by a call to one of the class's constructors.
	APCS.MOD.1.D.2	A class contains constructors that are invoked to create objects. They have the same name as the class.
	APCS.MOD.1.D.3	Existing classes and class libraries can be utilized as appropriate to create objects.
	APCS.MOD.1.D.4	Parameters allow values to be passed to the constructor to establish the initial state of the object.
	<i>APCS.MOD.1.E: Call non-static void methods without parameters.</i>	
	APCS.MOD.1.E.1	An object's behavior refers to what the object can do (or what can be done to it) and is defined by methods.
	APCS.MOD.1.E.2	Procedural abstraction allows a programmer to use a method by knowing what the method does even if they do not know how the method was written.
	APCS.MOD.1.E.3	A method signature for a method without parameters consists of the method name and an empty parameter list.

	APCS.MOD.1.E.4	A method or constructor call interrupts the sequential execution of statements, causing the program to first execute the statements in the method or constructor before continuing. Once the last statement in the method or constructor has executed or a return statement is executed, flow of control is returned to the point immediately following where the method or constructor was called.
	APCS.MOD.1.E.5	Non-static methods are called through objects of the class.
	APCS.MOD.1.E.6	The dot operator is used along with the object name to call non-static methods.
	APCS.MOD.1.E.7	Using a null reference to call a method or access an instance variable causes a NullPointerException to be thrown.
	APCS.MOD.1.F: <i>Call non-static void methods with parameters.</i>	
	APCS.MOD.1.F.1	A method signature for a method with parameters consists of the method name and the ordered list of parameter types.
	APCS.MOD.1.F.2	Values provided in the parameter list need to correspond to the order and type in the method signature.
	APCS.MOD.1.F.3	Methods are said to be overloaded when there are multiple methods with the same name but a different signature.
	APCS.MOD.1.G: <i>Call non-static non-void methods with or without parameters.</i>	
	APCS.MOD.1.G.1	Non-void methods return a value that is the same type as the return type in the signature. To use the return value when calling a non-void method, it must be stored in a variable or used as part of an expression.
	APCS.MOD.1.H: <i>Call static methods.</i>	
	APCS.MOD.1.H.1	Static methods are called using the dot operator along with the class name unless they are defined in the enclosing class.
APCS.MOD.2: <i>Modularity - Programmers use code to represent a physical object or nonphysical concept, real or imagined, by defining a class based on the attributes and/or behaviors of the object or concept.</i>		
	APCS.MOD.2.A: <i>Designate access and visibility constraints to classes, data, constructors, and methods.</i>	
	APCS.MOD.2.A.1	The keywords public and private affect the access of classes, data, constructors, and methods.
	APCS.MOD.2.A.2	The keyword private restricts access to the declaring class, while the keyword public allows access from classes outside the declaring class.
	APCS.MOD.2.A.3	Classes are designated public.
	APCS.MOD.2.A.4	Access to attributes should be kept internal to the class. Therefore, instance variables are designated as private.

	APCS.MOD.2.A.5	Constructors are designated public.
	APCS.MOD.2.A.6	Access to behaviors can be internal or external to the class. Therefore, methods can be designated as either public or private.
	<i>APCS.MOD.2.B: Define instance variables for the attributes to be initialized through the constructors of a class.</i>	
	APCS.MOD.2.B.1	An object's state refers to its attributes and their values at a given time and is defined by instance variables belonging to the object. This creates a "has-a" relationship between the object and its instance variables.
	APCS.MOD.2.B.2	Constructors are used to set the initial state of an object, which should include initial values for all instance variables.
	APCS.MOD.2.B.3	Constructor parameters are local variables to the constructor and provide data to initialize instance variables.
	APCS.MOD.2.B.4	When a mutable object is a constructor parameter, the instance variable should be initialized with a copy of the referenced object. In this way, the instance variable is not an alias of the original object, and methods are prevented from modifying the state of the original object.
	APCS.MOD.2.B.5	When no constructor is written, Java provides a no-argument constructor, and the instance variables are set to default values.
	<i>APCS.MOD.2.C: Describe the functionality and use of program code through comments.</i>	
	APCS.MOD.2.C.1	Comments are ignored by the compiler and are not executed when the program is run.
	APCS.MOD.2.C.2	Three types of comments in Java include <code>/* */</code> , which generates a block of comments, <code>//</code> , which generates a comment on one line, and <code>/** */</code> , which are Javadoc comments and are used to create API documentation.
	APCS.MOD.2.C.3	A precondition is a condition that must be true just prior to the execution of a section of program code in order for the method to behave as expected. There is no expectation that the method will check to ensure preconditions are satisfied.
	APCS.MOD.2.C.4	A postcondition is a condition that must always be true after the execution of a section of program code. Postconditions describe the outcome of the execution in terms of what is being returned or the state of an object.
	APCS.MOD.2.C.5	Programmers write method code to satisfy the postconditions when preconditions are met.
	<i>APCS.MOD.2.D: Define behaviors of an object through non-void methods without parameters written in a class.</i>	
	APCS.MOD.2.D.1	An accessor method allows other objects to obtain the value of instance variables or static variables.

	APCS.MOD.2.D.2	A non-void method returns a single value. Its header includes the return type in place of the keyword void.
	APCS.MOD.2.D.3	In non-void methods, a return expression compatible with the return type is evaluated, and a copy of that value is returned. This is referred to as “return by value.”
	APCS.MOD.2.D.4	When the return expression is a reference to an object, a copy of that reference is returned, not a copy of the object.
	APCS.MOD.2.D.5	The return keyword is used to return the flow of control to the point immediately following where the method or constructor was called.
	APCS.MOD.2.D.6	The toString method is an overridden method that is included in classes to provide a description of a specific object. It generally includes what values are stored in the instance data of the object.
	APCS.MOD.2.D.7	If System.out.print or System.out.println is passed an object, that object’s toString method is called, and the returned string is printed.
	<i>APCS.MOD.2.E: Define behaviors of an object through void methods with or without parameters written in a class.</i>	
	APCS.MOD.2.E.1	A void method does not return a value. Its header contains the keyword void before the method name.
	APCS.MOD.2.E.2	A mutator (modifier) method is often a void method that changes the values of instance variables or static variable.
	<i>APCS.MOD.2.F: Define behaviors of an object through non-void methods with parameters written in a class.</i>	
	APCS.MOD.2.F.1	Methods can only access the private data and methods of a parameter that is a reference to an object when the parameter is the same type as the method’s enclosing class.
	APCS.MOD.2.F.2	Non-void methods with parameters receive values through parameters, use those values, and return a computed value of the specified type.
	APCS.MOD.2.F.3	It is good programming practice to not modify mutable objects that are passed as parameters unless required in the specification.
	APCS.MOD.2.F.4	When an actual parameter is a primitive value, the formal parameter is initialized with a copy of that value. Changes to the formal parameter have no effect on the corresponding actual parameter.
	APCS.MOD.2.F.5	When an actual parameter is a reference to an object, the formal parameter is initialized with a copy of that reference, not a copy of the object. If the reference is to a mutable object, the method or constructor can use this reference to alter the state of the object.
	<i>APCS.MOD.2.G: Define behaviors of a class through static methods.</i>	
	APCS.MOD.2.G.1	Static methods are associated with the class, not objects of the class.

	APCS.MOD.2.G.2	Static methods include the keyword static in the header before the method name.
	APCS.MOD.2.G.3	Static methods cannot access or change the values of instance variables.
	APCS.MOD.2.G.4	Static methods can access or change the values of static variables.
	APCS.MOD.2.G.5	Static methods do not have a this reference and are unable to use the class's instance variables or call non-static methods.
<i>APCS.MOD.2.H: Define the static variables that belong to the class.</i>		
	APCS.MOD.2.H.1	Static variables belong to the class, with all objects of a class sharing a single static variable.
	APCS.MOD.2.H.2	Static variables can be designated as either public or private and are designated with the static keyword before the variable type.
	APCS.MOD.2.H.3	Static variables are used with the class name and the dot operator, since they are associated with a class, not objects of a class.
<i>APCS.MOD.3: Modularity - When multiple classes contain common attributes and behaviors, programmers create a new class containing the shared attributes and behaviors forming a hierarchy. Modifications made at the highest level of the hierarchy apply to the subclasses.</i>		
<i>APCS.MOD.3.A: Designate private visibility of instance variables to encapsulate the attributes of an object.</i>		
	APCS.MOD.3.A.1	Data encapsulation is a technique in which the implementation details of a class are kept hidden from the user.
	APCS.MOD.3.A.2	When designing a class, programmers make decisions about what data to make accessible and modifiable from an external class. Data can be either accessible or modifiable, or it can be both or neither.
	APCS.MOD.3.A.3	Instance variables are encapsulated by using the private access modifier.
	APCS.MOD.3.A.4	The provided accessor and mutator methods in a class allow client code to use and modify data.
<i>APCS.MOD.3.B: Create an inheritance relationship from a subclass to the superclass.</i>		
	APCS.MOD.3.B.1	A class hierarchy can be developed by putting common attributes and behaviors of related classes into a single class called a superclass.
	APCS.MOD.3.B.2	Classes that extend a superclass, called subclasses, can draw upon the existing attributes and behaviors of the superclass without repeating these in the code.
	APCS.MOD.3.B.3	Extending a subclass from a superclass creates an "is-a" relationship from the subclass to the superclass.

	APCS.MOD.3.B.4	The keyword extends is used to establish an inheritance relationship between a subclass and a superclass. A class can extend only one superclass.
	APCS.MOD.3.B.5	Constructors are not inherited.
	APCS.MOD.3.B.6	The superclass constructor can be called from the first line of a subclass constructor by using the keyword super and passing appropriate parameters.
	APCS.MOD.3.B.7	The actual parameters passed in the call to the superclass constructor provide values that the constructor can use to initialize the object's instance variables.
	APCS.MOD.3.B.8	When a subclass's constructor does not explicitly call a superclass's constructor using super, Java inserts a call to the superclass's no-argument constructor.
	APCS.MOD.3.B.9	Regardless of whether the superclass constructor is called implicitly or explicitly, the process of calling superclass constructors continues until the Object constructor is called. At this point, all of the constructors within the hierarchy execute beginning with the Object constructor.
	APCS.MOD.3.B.10	Method overriding occurs when a public method in a subclass has the same method signature as a public method in the superclass.
	APCS.MOD.3.B.11	Any method that is called must be defined within its own class or its superclass.
	APCS.MOD.3.B.12	A subclass is usually designed to have modified (overridden) or additional methods or instance variables.
	APCS.MOD.3.B.13	A subclass will inherit all public methods from the superclass; these methods remain public in the subclass.
	APCS.MOD.3.B.14	The keyword super can be used to call a superclass's constructors and methods.
	APCS.MOD.3.B.15	The superclass method can be called in a subclass by using the keyword super with the method name and passing appropriate parameters.
	<i>APCS.MOD.3.C: Define reference variables of a superclass to be assigned to an object of a subclass in the same hierarchy.</i>	
	APCS.MOD.3.C.1	When a class S "is-a" class T, T is referred to as a superclass, and S is referred to as a subclass.
	<i>APCS.MOD.3.D: Call methods in an inheritance relationship.</i>	
	APCS.MOD.3.D.1	Utilize the Object class through inheritance.
	APCS.MOD.3.D.2	At compile time, methods in or inherited by the declared type determine the correctness of a non-static method call.
	APCS.MOD.3.D.3	At run-time, the method in the actual object type is executed for a non-static method call.

	<i>APCS.MOD.3.E: Call object class methods through inheritance.</i>	
	APCS.MOD.3.E.1	The Object class is the superclass of all other classes in Java.
	APCS.MOD.3.E.2	The Object class is part of the java.langpackage
	APCS.MOD.3.E.3	The following Object class methods and constructors—including what they do and when they are used—are part of the Java Quick Reference: 1) boolean equals(Object other) 2) String toString((
	APCS.MOD.3.E.4	Subclasses of Object often override the equals and toString methods with class-specific implementations.
<i>APCS.VAR.1: Variables - To find specific solutions to generalizable problems, programmers include variables in their code so that the same algorithm runs using different input values.</i>		
	<i>APCS.VAR.SK: Suggested Skills</i>	
	APCS.VAR.SK.1.A	Determine an appropriate program design to solve a problem or accomplish a task (not assessed).
	APCS.VAR.SK.1.B	Determine code that would be used to complete code segments.
	APCS.VAR.SK.1.C	Determine code that would be used to complete code segments.
	APCS.VAR.SK.2.A	Apply the meaning of specific operators.
	APCS.VAR.SK.2.B	Determine the result or output based on statement execution order in a code segment without method calls (other than output).
	APCS.VAR.SK.2.C	Determine the result or output based on the statement execution order in a code segment containing methods calls.
	APCS.VAR.SK.2.E	Determine the number of times a code segment will execute.
	APCS.VAR.SK.3.A	Write program code to create objects of a class and call methods.
	APCS.VAR.SK.3.B	Write a program code to define a new type by creating a class.
	APCS.VAR.SK.3.D	Write program code to create, traverse, and manipulate elements in 1D array or ArrayList objects.
	APCS.VAR.SK.3.E	Write program code to create, traverse, and manipulate elements in 1D array or ArrayList objects.
	APCS.VAR.SK.4.A	Use test-cases to find errors or validate results.
	APCS.VAR.SK.4.B	Identify errors in program code.

	APCS.VAR.SK.4.C	Determine if two or more code segments yield equivalent results.
	APCS.VAR.SK.5.B	Explain why a code segment will not compile or work as intended.
	<i>APCS.VAR.1.A: Create string literals.</i>	
	APCS.VAR.1.A.1	A string literal is enclosed in double quotes.
	<i>APCS.VAR.1.B: Identify the most appropriate data type category for a particular specification.</i>	
	APCS.VAR.1.B.1	A type is a set of values (a domain) and a set of operations on them.
	APCS.VAR.1.B.2	Data types can be categorized as either primitive or reference.
	APCS.VAR.1.B.3	The primitive data types used in this course define the set of operations for numbers and Boolean values.
	<i>APCS.VAR.1.C: Declare variables of the correct types to represent primitive data.</i>	
	APCS.VAR.1.C.1	The three primitive data types used in this course are int, double, and boolean.
	APCS.VAR.1.C.2	Each variable has associated memory that is used to hold its value.
	APCS.VAR.1.C.3	The memory associated with a variable of a primitive type holds an actual primitive value
	APCS.VAR.1.C.4	When a variable is declared final, its value cannot be changed once it is initialized.
	<i>APCS.VAR.1.D: Define variables of the correct types to represent reference data.</i>	
	APCS.VAR.1.D	The keyword null is a special value used to indicate that a reference is not associated with any object.
	<i>APCS.VAR.1.E: For string class: a.) Create string objects. b.) Call string methods</i>	
	APCS.VAR.1.E.1	String objects can be created by using string literals or by calling the String class constructor.
	APCS.VAR.1.E.2	String objects are immutable, meaning that String methods do not change the String object.
	APCS.VAR.1.E.3	String objects can be concatenated using the + or += operator, resulting in a new String object.
	APCS.VAR.1.E.4	Primitive values can be concatenated with a String object. This causes implicit conversion of the values to String objects.
	APCS.VAR.1.E.5	Escape sequences start with a \ and have a special meaning in Java. Escape sequences used in this course include \", \\, and \n.
	APCS.VAR.1.E.6	Application program interfaces (APIs) and libraries simplify complex programming tasks.

	APCS.VAR.1.E.7	Documentation for APIs and libraries are essential to understanding the attributes and behaviors of an object of a class.
	APCS.VAR.1.E.8	Classes in the APIs and libraries are grouped into packages.
	APCS.VAR.1.E.9	The String class is part of the java.lang package. Classes in the java.lang package are available by default.
	APCS.VAR.1.E.10	A String object has index values from 0 to length- 1. Attempting to access indices outside this range will result in an IndexOutOfBoundsException.
	APCS.VAR.1.E.11	A String object can be concatenated with an object reference, which implicitly calls the referenced object's toString method.
	APCS.VAR.1.E.12	The following String methods and constructors—including what they do and when they are used—are part of the Java Quick Reference: String(String str) — Constructs a new String object that represents the same sequence of characters as str int length() — Returns the number of characters in a String object String substring(int from, int to) — Returns the substring beginning at index from and ending at index to - 1 String substring(int from) — Returns substring(from, length()) int indexOf(String str) — Returns the index of the first occurrence of str; returns -1 if not found boolean equals(String other) — Returns true if this is equal to other; returns false otherwise int compareTo(String other) — Returns a value < 0 if this is less than other; returns zero if this is equal to other; returns a value > 0 if this is greater than other
	APCS.VAR.1.E.13	A string identical to the single element substring at position index can be created by calling substring(index, index + 1).
	APCS.VAR.1.F: <i>For wrapper classes: a.) Create integers objects. b.) Call integer methods. c.) Create double objects. d.) Call double methods.</i>	
	APCS.VAR.1.F.1	The Integer class and Double class are part of the java.lang package.
	APCS.VAR.1.F.2	The following Integer methods and constructors—including what they do and when they are used—are part of the Java Quick Reference: Integer(int value) — Constructs a new Integer object that represents the specified int value Integer.MIN_VALUE — The minimum value represented by an int or Integer Integer.MAX_VALUE — The maximum value represented by an int or Integer int intValue() — Returns the value of this Integer as an int
	APCS.VAR.1.F.3	The following Double methods and constructors—including what they do and when they are used—are part of the Java Quick Reference: Double(double value) — Constructs a new Double object that represents the specified double value double doubleValue() — Returns the value of this Double as a double

	APCS.VAR.1.F.4	Autoboxing is the automatic conversion that the Java compiler makes between primitive types and their corresponding object wrapper classes. This includes converting an int to an Integer and a double to a Double.
	APCS.VAR.1.F.5	The Java compiler applies autoboxing when a primitive value is: §Passed as a parameter to a method that expects an object of the corresponding wrapper class. §Assigned to a variable of the corresponding wrapper class.
	APCS.VAR.1.F.6	Unboxing is the automatic conversion that the Java compiler makes from the wrapper class to the primitive type. This includes converting an Integer to an int and a Double to a double.
	APCS.VAR.1.F.7	The Java compiler applies unboxing when a wrapper class object is: §Passed as a parameter to a method that expects a value of the corresponding primitive type. §Assigned to a variable of the corresponding primitive type.
APCS.VAR.1.G: <i>Explain where variables can be used in the program code.</i>		
	APCS.VAR.1.G.1	Local variables can be declared in the body of constructors and methods. These variables may only be used within the constructor or method and cannot be declared to be public or private.
	APCS.VAR.1.G.2	When there is a local variable with the same name as an instance variable, the variable name will refer to the local variable instead of the instance variable.
	APCS.VAR.1.G.3	Formal parameters and variables declared in a method or constructor can only be used within that method or constructor.
	APCS.VAR.1.G.4	Through method decomposition, a programmer breaks down a large problem into smaller subproblems by creating methods to solve each individual subproblem.
APCS.VAR.1.H: <i>Evaluate object reference expressions that use the keyword this.</i>		
	APCS.VAR.1.H.1	Within a non-static method or a constructor, the keyword this is a reference to the current object—the object whose method or constructor is being called.
	APCS.VAR.1.H.2	The keyword this can be used to pass the current object as an actual parameter in a method call.
APCS.VAR.2: <i>Variables - To manage large amounts of data or complex relationships in data, programmers write code that groups the data together into a single data structure without creating individual variables for each value.</i>		
APCS.VAR.2.A: <i>Represent collections of related primitive or object reference data using one-dimensional (1D) array objects.</i>		
	APCS.VAR.2.A.1	The use of array objects allows multiple related items to be represented using a single variable.
	APCS.VAR.2.A.2	The size of an array is established at the time of creation and cannot be changed.

	APCS.VAR.2.A.3	Arrays can store either primitive data or object reference data
	APCS.VAR.2.A.4	When an array is created using the keyword new, all of its elements are initialized with a specific value based on the type of elements: 1) Elements of type int are initialized to 0 2) Elements of type double are initialized to 0.0 3) Elements of type boolean are initialized to false 4) Elements of a reference type are initialized to the reference value null. No objects are automatically created
	APCS.VAR.2.A.5	Initializer lists can be used to create and initialize arrays.
	APCS.VAR.2.A.6	Square brackets ([]) are used to access and modify an element in a 1D array using an index.
	APCS.VAR.2.A.7	The .valid index values for an array are 0 through one less than the number of elements in the array, inclusive. Using an index value outside of this range will result in an <code>ArrayIndexOutOfBoundsException</code> being thrown
	<i>APCS.VAR.2.B: Traverse the elements in a 1D array.</i>	
	APCS.VAR.2.B.1	Iteration statements can be used to access all the elements in an array. This is called traversing the array.
	<i>APCS.VAR.2.C: Traverse the elements in a 1D array object using an enhanced for loop.</i>	
	APCS.VAR.2.C.1	An enhanced for loop header includes a variable, referred to as the enhanced for loop variable.
	APCS.VAR.2.C.2	For each iteration of the enhanced for loop, the enhanced for loop variable is assigned a copy of an element without using its index.
	APCS.VAR.2.C.3	Assigning a new value to the enhanced for loop variable does not change the value stored in the array.
	APCS.VAR.2.C.4	Program code written using an enhanced for loop to traverse and access elements in an array can be rewritten using an indexed for loop or a while loop.
	<i>APCS.VAR.2.D: Represent collections of related object reference data using arraylist objects</i>	
	APCS.VAR.2.D.1	An <code>ArrayList</code> object is mutable and contains object references.
	APCS.VAR.2.D.2	The <code>ArrayList</code> constructor <code>ArrayList()</code> constructs an empty list.
	APCS.VAR.2.D.3	Java allows the generic type <code>ArrayList</code> , where the generic type <code>E</code> specifies the type of the elements.
	APCS.VAR.2.D.4	When <code>ArrayList</code> is specified, the types of the reference parameters and return type when using the methods are type <code>E</code> .
	APCS.VAR.2.D.5	<code>ArrayList</code> is preferred over <code>ArrayList</code> because it allows the compiler to find errors that would otherwise be found at run-time.

	APCS.VAR.2.D.6	The ArrayList class is part of the java.util package. An import statement can be used to make this class available for use in the program.
	APCS.VAR.2.D.7	The following ArrayList methods—including what they do and when they are used—are part of the Java Quick Reference: 1)int size() -Returns the number of elements in the list 2) boolean add(E obj) - Appendsobjto end of list; returnstrue 3) void add(int index, E obj) - Insertsobj at positionindex (0 <=index <= size),moving elements at positionindexand higher to the right (adds 1 to their indices) and adds 1 to sizeE 4) get(int index) - Returns the element at positionindexin the list 5) E set(int index, E obj) — Replaces the element at positionindex withobj;returns the element formerly at positionindex 6) E remove(int index) — Removes element from positionindex, moving elements at positionindex + 1 and higher to the left (subtracts 1 from their indices) and subtracts 1 from size; returns the element formerly at positionindex
	APCS.VAR.2.E: <i>For arraylist objects: Traverse using a for or while loop, Traverse using an enhanced for loop.</i>	
	APCS.VAR.2.E.1	Iteration statements can be used to access all the elements in an ArrayList. This is called traversing the ArrayList.
	APCS.VAR.2.E.2	Deleting elements during a traversal of an ArrayList requires using special techniques to avoid skipping elements.
	APCS.VAR.2.E.3	Since the indices for an ArrayListstart at 0 and end at the number of elements – 1, accessing an index value outside of this range will result in an ArrayIndexOutOfBoundsExceptionbeing thrown.
	APCS.VAR.2.E.4	Changing the size of an ArrayListwhile traversing it using an enhanced for loop can result in a ConcurrentModificationExceptionbeing thrown. Therefore, when using an enhanced for loop to traverse an ArrayList, you should not add or remove elements.
	APCS.VAR.2.F: <i>Represent collections of related primitive or object reference data using two-dimensional (2D) array objects.</i>	
	APCS.VAR.2.F.1	2D arrays are stored as arrays of arrays. Therefore, the way 2D arrays are created and indexed is similar to 1D array objects.
	APCS.VAR.2.F.2	For the purposes of the exam, when accessing the element at arr[first][second], the first index is used for rows, the second index is used for columns.
	APCS.VAR.2.F.3	The initializer list used to create and initialize a 2D array consists of initializer lists that represent 1D arrays.
	APCS.VAR.2.F.4	The square brackets [row][col] are used to access and modify an element in a 2D array.

	APCS.VAR.2.F.5	"Row-major order" refers to an ordering of 2D array elements where traversal occurs across each row, while "column-major order" traversal occurs down each column.
	<i>APCS.VAR.2.G: For 2D array objects: traverse using nested loops, traverse using nested enhanced for loops.</i>	
	APCS.VAR.2.G.1	Nested iteration statements are used to traverse and access all elements in a 2D array. Since 2D arrays are stored as arrays of arrays, the way 2D arrays are traversed using forloops and enhanced for loops is similar to 1D array objects.
	APCS.VAR.2.G.2	Nested iteration statements can be written to traverse the 2D array in "row-major order" or "column-major order."
	APCS.VAR.2.G.3	The outer loop of a nested enhanced forloop used to traverse a 2D array traverses the rows. Therefore, the enhanced for loop variable must be the type of each row, which is a 1D array. The inner loop traverses a single row. Therefore, the inner enhanced forloop variable must be the same type as the elements stored in the 1D array.
<i>APCS.CON.1: Control - The way variables and operators are sequenced and combined in an expression determines the computed result.</i>		
	<i>APCS.CON.SK: Suggested Skills</i>	
	APCS.CON.SK.1.A	Determine an appropriate program design to solve a problem or accomplish a task (not assessed).
	APCS.CON.SK.1.B	Determine code that would be used to complete code segments.
	APCS.CON.SK.1.C	Determine code that would be used to complete code segments.
	APCS.CON.SK.2.A	Apply the meaning of specific operators.
	APCS.CON.SK.2.B	Determine the result or output based on statement execution order in a code segment without method calls (other than output).
	APCS.CON.SK.2.C	Determine the result or output based on statement execution order in a code segment without method calls (other than output).
	APCS.CON.SK.2.D	Determine the number of times a code segment will execute.
	APCS.CON.SK.2.E	Determine the number of times a code segment will execute.
	APCS.CON.SK.3.A	Write program code to create objects of a class and call methods.
	APCS.CON.SK.3.B	Write program code to define a new type by creating a class.
	APCS.CON.SK.3.C	Write program code to create objects of a class and call methods.

	APCS.CON.SK.3.D	Write program code to create, traverse, and manipulate elements in 1D array or ArrayList objects.
	APCS.CON.SK.3.E	Write program code to create, traverse, and manipulate elements in 2D array objects.
	APCS.CON.SK.4.A	Use test-cases to find error or validate results.
	APCS.CON.SK.4.B	Identify errors in program code.
	APCS.CON.SK.4.C	Determine if two or more code segments yield equivalent results.
	APCS.CON.SK.5.A	Describe the behavior of a given segment of program code.
	APCS.CON.SK.5.B	Explain why a code segment will not compile or work as intended.
	APCS.CON.SK.5.C	Explain how the result of program code changes, given a change to the initial code.
	APCS.CON.SK.5.D	Describe the initial conditions that must be met for a program segment to work as intended or described.
<i>APCS.CON.1.A: Evaluate arithmetic expressions in a program code.</i>		
	APCS.CON.1.A.1	A literal is the source code representation of a fixed value.
	APCS.CON.1.A.2	Arithmetic expressions include expressions of type int and double.
	APCS.CON.1.A.3	The arithmetic operators consist of +, -, *, /, and %.
	APCS.CON.1.A.4	An arithmetic operation that uses two int values will evaluate to an int value.
	APCS.CON.1.A.5	An arithmetic operation that uses a double value will evaluate to a double value.
	APCS.CON.1.A.6	Operators can be used to construct compound expressions.
	APCS.CON.1.A.7	During evaluation, operands are associated with operators according to operator precedence to determine how they are grouped.
	APCS.CON.1.A.8	An attempt to divide an integer by zero will result in an ArithmeticException to occur.
<i>APCS.CON.1.B: Evaluate what is stored in a variable as a result of an expression with an assignment statement.</i>		
	APCS.CON.1.B.1	The assignment operator (=) allows a program to initialize or change the value stored in a variable. The value of the expression on the right is stored in the variable on the left.
	APCS.CON.1.B.2	During execution, expressions are evaluated to produce a single value.

	APCS.CON.1.B.3	The value of an expression has a type based on the evaluation of the expression.
	APCS.CON.1.B.4	Compound assignment operators (+=, -=, *=, /=, %=) can be used in place of the assignment operator
	APCS.CON.1.B.5	The increment operator (++) and decrement operator (--) are used to add 1 or subtract 1 from the stored value of a variable or an array element. The new value is assigned to the variable or array element.
APCS.CON.1.C: <i>Evaluate arithmetic expressions that use casting.</i>		
	APCS.CON.1.C.1	The casting operators (int) and (double) can be used to create a temporary value converted to a different data type
	APCS.CON.1.C.2	Casting a double value to an int causes the digits to the right of the decimal point to be truncated.
	APCS.CON.1.C.3	Some programming code causes int values to be automatically cast (widened) to double values.
	APCS.CON.1.C.4	Values of type double can be rounded to the nearest integer by (int)(x + 0.5) or (int)(x - 0.5) for negative numbers.
	APCS.CON.1.C.5	Integer values in Java are represented by values of type int, which are stored using a finite amount (4 bytes) of memory. Therefore, an int value must be in the range from Integer.MIN_VALUE to Integer.MAX_VALUE inclusive.
	APCS.CON.1.C.6	If an expression would evaluate to an int value outside of the allowed range, an integer overflow occurs. This could result in an incorrect value within the allowed range.
APCS.CON.1.D: <i>Evaluate expressions that use the Math class methods.</i>		
	APCS.CON.1.D.1	The Math class is part of the java.lang package.
	APCS.CON.1.D.2	The Math class contains only static methods
	APCS.CON.1.D.3	The following static Math methods—including what they do and when they are used—are part of the Java Quick Reference: int abs(int x) — Returns the absolute value of an int value double abs(double x) — Returns the absolute value of a double value double pow(double base, double exponent) — Returns the value of the first parameter raised to the power of the second parameter double sqrt(double x) — Returns the positive square root of a double value double random() — Returns a double value greater than or equal to 0.0 and less than 1.0

	APCS.CON.1.D.4	The values returned from Math.random can be manipulated to produce a random int or double in a defined range.
<i>APCS.CON.1.E: Evaluate Boolean expressions that use relational operators in program code.</i>		
	APCS.CON.1.E.1	Primitive values and reference values can be compared using relational operators (i.e., == and !=).
	APCS.CON.1.E.2	Arithmetic expression values can be compared using relational operators (i.e., <, >, <=, >=).
	APCS.CON.1.E.3	An expression involving relational operators evaluates to a Boolean value.
<i>APCS.CON.1.F: Evaluate compound Boolean expressions in program code.</i>		
	APCS.CON.1.F.1	Logical operators !(not), &&(and), and (or) are used with Boolean values. This represents the order these operators will be evaluated.
	APCS.CON.1.F.2	An expression involving logical operators evaluates to a Boolean value.
	APCS.CON.1.F.3	When the result of a logical expression using && or can be determined by evaluating only the first Boolean operand, the second is not evaluated. This is known as short-circuited evaluation.
<i>APCS.CON.1.G: Compare and contrast equivalent Boolean expressions.</i>		
	APCS.CON.1.G.1	De Morgan's Laws can be applied to Boolean expressions.
	APCS.CON.1.G.2	Truth tables can be used to prove Boolean identities.
	APCS.CON.1.G.3	Equivalent Boolean expressions will evaluate to the same value in all cases.
<i>APCS.CON.1.H: Compare object references using Boolean expressions in program code.</i>		
	APCS.CON.1.H.1	Two object references are considered aliases when they both reference the same object.
	APCS.CON.1.H.2	Object reference values can be compared, using == and !=, to identify aliases.
	APCS.CON.1.H.3	A reference value can be compared with null, using == or !=, to determine if the reference actually references an object.
	APCS.CON.1.H.4	Often classes have their own equals method, which can be used to determine whether two objects of the class are equivalent.
<i>APCS.CON.2: Control - programmers incorporate iteration and selection into code as a way of providing instructions for the computer to process each of the many possible input values.</i>		
<i>APCS.CON.2.A: Represent branching logical processes by using conditional statements.</i>		
	APCS.CON.2.A.1	Conditional statements interrupt the sequential execution of statements.

	APCS.CON.2.A.2	if statements affect the flow of control by executing different statements based on the value of a Boolean expression.
	APCS.CON.2.A.3	A one-way selection (if statement) is written when there is a set of statements to execute under a certain condition. In this case, the body is executed only when the Boolean condition is true.
	APCS.CON.2.A.4	A two-way selection is written when there are two sets of statements— one to be executed when the Boolean condition is true, and another set for when the Boolean condition is false. In this case, the body of the “if” is executed when the Boolean condition is true, and the body of the “else” is executed when the Boolean condition is false.
	APCS.CON.2.A.5	A multi-way selection is written when there are a series of conditions with different statements for each condition. Multi-way selection is performed using if-else-if statements such that exactly one section of code is executed based on the first condition that evaluates to true.
APCS.CON.2.B: <i>Represent branching logical processes by using nested conditional statements.</i>		
	APCS.CON.2.B.1	Nested if statements consist of ifstatements within if statements.
APCS.CON.2.C: <i>Represent iterative process using a while loop.</i>		
	APCS.CON.2.C.1	Iteration statements change the flow of control by repeating a set of statements zero or more times until a condition is met.
	APCS.CON.2.C.2	In loops, the Boolean expression is evaluated before each iteration of the loop body, including the first. When the expression evaluates to true, the loop body is executed. This continues until the expression evaluates to false, whereupon the iteration ceases.
	APCS.CON.2.C.3	A loop is an infinite loop when the Boolean expression always evaluates to true.
	APCS.CON.2.C.4	If the Boolean expression evaluates to falseinitially, the loop body is not executed at all.
	APCS.CON.2.C.5	Executing a return statement inside an iteration statement will halt the loop and exit the method or constructor.
APCS.CON.2.D: <i>For algorithms in the context of a particular specification that does not require the use of transversals: identify standard algorithms, modify standard algorithms, develop an algorithm.</i>		
	APCS.CON.2.D.1	There are standard algorithms to: 1) Identify if an integer is or is not evenly divisible by another integer 2) Identify the individual digits in an integer 3)Determine the frequency with which a specific criterion is met.
	APCS.CON.2.D.2	There are standard algorithms to: 1)Determine a minimum or maximum value 2) Compute a sum, average, or mode
APCS.CON.2.E: <i>Represent iterative processes using a for loop.</i>		

	APCS.CON.2.E.1	There are three parts in a for loop header: the initialization, the Boolean expression, and the increment. The increment statement can also be a decrement statement.
	APCS.CON.2.E.2	In a for loop, the initialization statement is only executed once before the first Boolean expression evaluation. The variable being initialized is referred to as a loop control variable.
	APCS.CON.2.E.3	In each iteration of a for loop, the increment statement is executed after the entire loop body is executed and before the Boolean expression is evaluated again.
	APCS.CON.2.E.4	A for loop can be rewritten into an equivalent while loop and vice versa.
	APCS.CON.2.E.5	"Off by one" errors occur when the iteration statement loops one time too many or one time too few.
	<i>APCS.CON.2.F: For algorithms in the context of a particular specification that involves string objects: identify standard algorithms, modify standard algorithms, and develop an algorithm.</i>	
	APCS.CON.2.F.1	There are standard algorithms that utilize String traversals to: 1) Find if one or more substrings has a particular property 2) Determine the number of substrings that meet specific criteria 3) Create a new string with the characters reversed
	<i>APCS.CON.2.G: Represent nested iterative processes.</i>	
	APCS.CON.2.G.1	Nested iteration statements are iteration statements that appear in the body of another iteration statement.
	APCS.CON.2.G.2	When a loop is nested inside another loop, the inner loop must complete all its iterations before the outer loop can continue.
	<i>APCS.CON.2.H: Computer statement execution counts and informal run-time comparison of iterative statements.</i>	
	APCS.CON.2.H.1	A statement execution count indicates the number of times a statement is executed by the program.
	<i>APCS.CON.2.I: For algorithms in the context of a particular specification that requires the use of array traversals: identify standard algorithms, modify standard algorithms, develop an algorithm.</i>	
	APCS.CON.2.I.1	There are standard algorithms that utilize array traversals to: 1) Determine a minimum or maximum value 2) Compute a sum, average, or mode 3) Determine if at least one element has a particular property 4) Determine if all elements have a particular property 5) Access all consecutive pairs of elements 6) Determine the presence or absence of duplicate elements 7) Determine the number of elements meeting specific criteria
	APCS.CON.2.I.2	There are standard array algorithms that utilize traversals to: 1) Shift or rotate elements left or right 2) Reverse the order of the elements

	<i>APCS.CON.2.J: For algorithms in the context of a particular specification that requires the use of arraylist traversals: identify standard algorithms, modify standard algorithms, develop an algorithm.</i>	
	APCS.CON.2.J.1	There are standard ArrayList algorithms that utilize traversals to: 1) Insert elements 2) Delete elements 3) Apply the same standard algorithms that are used with 1D array
	APCS.CON.2.J.2	Some algorithms require multiple String, array, or ArrayList objects to be traversed simultaneously.
	<i>APCS.CON.2.K: Apply sequential/linear search algorithms to search for specific information in array or arraylist objects.</i>	
	APCS.CON.2.K.1	There are standard algorithms for searching.
	APCS.CON.2.K.2	Sequential/linear search algorithms check each element in order until the desired value is found or all elements in the array or ArrayList have been checked.
	<i>APCS.CON.2.L: Apply selection sort and insertion algorithms to sort the elements of array or arraylist objects.</i>	
	APCS.CON.2.L	Selection sort and insertion sort are iterative sorting algorithms that can be used to sort elements in an array or ArrayList.
	<i>APCS.CON.2.M: Compute statement execution and informal run-time comparison of sorting algorithms.</i>	
	APCS.CON.2.M.1	Informal run-time comparisons of program code segments can be made using statement execution counts.
	<i>APCS.CON.2.N: For algorithms in the context of a particular specification that requires the use of 2D array traversals: identify standard algorithms, modify standard algorithms, develop an algorithm.</i>	
	APCS.CON.2.N.1	When applying sequential/linear search algorithms to 2D arrays, each row must be accessed then sequential/linear search applied to each row of a 2D array.
	APCS.CON.2.N.2	All standard 1.D array algorithms can be applied to 2D array objects
	<i>APCS.CON.2.O: Determine the result of executing recursive methods.</i>	
	APCS.CON.2.O.1	A recursive method is a method that calls itself.
	APCS.CON.2.O.2	Recursive methods contain at least one base case, which halts the recursion, and at least one recursive call.
	APCS.CON.2.O.3	Each recursive call has its own set of local variables, including the formal parameters.
	APCS.CON.2.O.4	Parameter values capture the progress of a recursive process, much like loop control variable values capture the progress of a loop.
	APCS.CON.2.O.5	Any recursive solution can be replicated through the use of an iterative approach.

	APCS.CON.2.O.6	Recursion can be used to traverse String, array, and ArrayList objects.
	<i>APCS.CON.2.P: Apply recursive search algorithms to information in string, 1D array, or arraylist objects.</i>	
	APCS.CON.2.P.1	Data must be in sorted order to use the binary search algorithm.
	APCS.CON.2.P.2	The binary search algorithm starts at the middle of a sorted array or ArrayList and eliminates half of the array or ArrayList in each iteration until the desired value is found or all elements have been eliminated.
	APCS.CON.2.P.3	Binary search can be more efficient than sequential/linear search.
	APCS.CON.2.P.4	The binary search algorithm can be written either iteratively or recursively.
	<i>APCS.CON.2.Q: Apply recursive algorithms to sort elements of array or arraylist objects.</i>	
	APCS.CON.2.Q.1	Merge sort is a recursive sorting algorithm that can be used to sort elements in an array or ArrayList.
<i>APCS.IOC.1: Impact of Computing - While programs are typically designed to achieve a specific purpose, they may have unintended consequences.</i>		
	<i>APCS.IOC.1.A: Explain the ethical and social implications of computing systems.</i>	
	APCS.IOC.1.A.1	System reliability is limited. Programmers should make an effort to maximize system reliability.
	APCS.IOC.1.A.2	Legal issues and intellectual property concerns arise when creating programs.
	APCS.IOC.1.A.3	The creation of programs has impacts on society, economies, and culture. These impacts can be beneficial and/or harmful.
	<i>APCS.IOC.1.B: Explain the risks to privacy from collecting and storing personal data on computer systems.</i>	
	APCS.IOC.1.B.1	When using the computer, personal privacy is at risk. Programmers should attempt to safeguard personal privacy.
	APCS.IOC.1.B.2	Computer use and the creation of programs have an impact on personal security. These impacts can be beneficial and/or harmful.

Diocese of Venice Standards for Engineering Design

High School



Basic Principles Underlying All Standards to be Used for the Planning of Curriculum for the Diocese of Venice

Basic principles which inform all Catholic education in the Schools of the Diocese of Venice are:

- All knowledge, in some way, reflects God's Truth, Beauty and Goodness.
- Curriculum and instruction enable deeper incorporation of the children into the Church, the formation of community within the school; and respect for the uniqueness and dignity of each person as created in the image of God.
- Education fosters growth in Christian virtue and contributes to development and formation of the whole person in light of his/her ultimate end and the good of the society of which he/she is a member.
- Each subject is to be examined in the context of the Catholic faith and is to be illuminated by Gospel values.
- Learning and formation occur in the Catholic school without separation as does the development of each student on both the natural and supernatural levels.
- Curriculum and instruction seeks to promote a synthesis of faith, life and culture and to form students as disciples of Jesus.



Gifts of CHRIST[©] at the Diocese of Venice Catholic Schools

The *Gifts of C.H.R.I.S.T.*[©] are dispositions made up of 4 Catholic virtues (humility, prudence, fortitude, and affability) and the three transcendentals (truth, beauty, and goodness) of the Catholic faith. CHRIST in the *Gifts of C.H.R.I.S.T.*[©] stands for Catholic **H**abits and **R**esponses **i**n **S**chool and on **T**eams. Through curricular and extracurricular learning experiences at a Diocese of Venice Catholic school, PK-12th grade students will learn about the 7 *Gifts of C.H.R.I.S.T.*[©] and how to consciously think, behave, and respond to challenging situations using the moral and ethical values and virtues of the Catholic faith.

GOC.T	Truth		
	GOC.T.1	I will seek to understand the truth in all situations.	
	GOC.T.2	I will be truthful in the way I act, and respond, and accept truth around me.	
GOC.B	Beauty		
	GOC.B.1	I will seek beauty in all things and in all situations.	
	GOC.B.2	I will find the beauty of God's creation and wonders around me.	
GOC.G	Goodness		
	GOC.G.1	I will exhibit goodness as God's example during my daily life.	
	GOC.G.2	I will seek goodness in learning situations and remember to see God's likeness and goodness even in my opponents.	
GOC.A	Affability		
	GOC.A.1	I can be kind and treat others the way I would want to be treated.	
	GOC.A.2	I can treat others with respect, and I can be approachable and friendly.	
GOC.H	Humility		
	GOC.H.1	I embrace the wisdom and knowledge that my mentors and teachers have to offer, and I understand that I can learn from their knowledge and experiences.	
	GOC.H.2	I am humbled with the knowledge and talents I have, and I understand that I can always learn more.	
GOC.P	Prudence		
	GOC.P.1	I embrace learning from others, and I understand the importance of sharing my knowledge and talents by teaching others as well.	
	GOC.P.2	I can be prudent in making ethical decisions by using my Catholic faith and values as a moral compass.	
COG.F	Fortitude		
	COG.F.1	I can do all things through Christ who strengthens me.	
	COG.F.2	I will seek courage in difficult situations in pursuit of what is true, beautiful, and good.	

<i>EDS.HS: High School Engineering Design Standards</i>		
	<i>EDS.HS.ED: Engineering Design</i>	
	EDS.HS.ED.1	Demonstrate safe practices during engineering and laboratory activities
	EDS.HS.ED.2	Students understand the engineering design cycle as: ask, imagine, plan, create, test, and improve.
	EDS.HS.ED.3	Discuss the history and importance of engineering innovation on the United States economy and quality of life
	EDS.HS.ED.4	Describe how technology has evolved in the field of engineering and consider how it will continue to be a useful tool in solving engineering problems
	EDS.HS.ED.5	Demonstrate safe practices during engineering and laboratory activities

	EDS.HS.ED.6	Students understand the engineering design cycle as: ask, imagine, plan, create, test, and improve.
	EDS.HS.ED.7	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants
	EDS.HS.ED.8	Design a solution to a complex real-world problem by breaking it into smaller, more manageable problems that can be solved through engineering
	EDS.HS.ED.9	Define the criteria and constraints of an engineering design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment
	EDS.HS.ED.10	Identify, generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem
	EDS.HS.ED.11	Identify and define relevant problems and significant questions for investigation
	EDS.HS.ED.12	Use a computer simulation to model the impacts of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem
	EDS.HS.ED.13	Plan and manage activities to develop a solution, design a computer program or complete a project
	EDS.HS.ED.14	Develop a plan and timeline for completion of a project
	EDS.HS.CC: <i>Communication and Collaboration</i>	
	EDS.HS.CC.1	Communicate design and solutions by visually by sketching and creating technical drawings and models

	EDS.HS.CC.2	Work in teams and share responsibilities, acknowledging, encouraging, and value contributions of all team members
	EDS.HS.CC.3	Create a risk assessment for an engineering design project
	EDS.HS.CC.4	Use a budget to determine effective strategies to meet cost constraints
	EDS.HS.CC.5	Transfer current knowledge to the learning of newly encountered technologies
	EDS.HS.CC.6	Identify the inputs, processes, outputs, control and feedback associated with open and closed systems
	EDS.HS.CC.7	Select appropriate mathematical models to develop solutions to engineering design problems
	EDS.HS.CC.8	Integrate advanced mathematics and science skills as necessary to develop solutions to an engineering design problem
	EDS.HS.CC.9	Use conversions between measurement systems to solve real-world problems
	EDS.HS.CC.10	Student makes informed decisions by applying critical-thinking and problem-solving skills
	EDS.HS.CC.11	Make informed choices in the use and conservation of resources, recycling materials, and the safe and legal disposal of materials
	EDS.HS.CC.12	Predict performance, failure modes, and reliability of a design solution
	EDS.HS.CC.13	Test and evaluate proposed and planned designs and compare and contrast the outcomes
	EDS.HS.CC.14	Discuss trends and possible outcomes of prototypes
	EDS.HS.CC.15	Collect and analyze data to identify solutions and make informed decisions

	EDS.HS.CC.16	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success
	EDS.HS.CC.17	Make informed decisions and support reasoning
	EDS.HS.CC.18	Use multiple processes and diverse perspectives to explore alternative solutions
	EDS.HS.CC.19	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem
	EDS.HS.CC.20	Use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints
	EDS.HS.CC.21	Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal
	EDS.HS.CC.22	Explore local and global issues and use collaborative technologies to work with others to investigate solutions
	EDS.HS.IC: <i>Innovation and Creation</i>	
	EDS.HS.IC.1	Student uses creative thinking and innovative processes to construct knowledge, generate new ideas, and create products
	EDS.HS.IC.2	Identify, create, and use files in various formats such as text, raster and vector graphics, video and audio files
	EDS.HS.IC.3	Create original works as a means of personal or group expression
	EDS.HS.IC.4	Explore complex systems or issues using models, simulations and new technologies to make predictions, modify input, and review results

	EDS.HS.IC.5	Maintain an engineering notebook that chronicles work such as ideas, concepts, inventions, sketches and experiments
	EDS.HS.IC.6	Prepare a project report that clearly documents the design, decisions and activities during each phase of the engineering design process
	EDS.HS.IC.7	Organize information for visual display and analysis using appropriate formats for various audiences (graphs, tables, models etc.)
	EDS.HS.IC.8	Discuss the important of patents to protect intellectual property rights
	EDS.HS.IC.9	Students exhibit traits of a good digital citizen by practicing safe, responsible, legal and ethical behavior while using digital tools and resources
	EDS.HS.IC.10	Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation

Diocese of Venice Standards for Media and Research Design

High School



Basic Principles Underlying All Standards to be Used for the Planning of Curriculum for the Diocese of Venice

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- Curriculum and instruction enable deeper incorporation of the children into the Church, the formation of community within the school; and respect for the uniqueness and dignity of each person as created in the image of God.
- Education fosters growth in Christian virtue and contributes to development and formation of the whole person in light of his/her ultimate end and the good of the society of which he/she is a member.
- Each subject is to be examined in the context of the Catholic faith and is to be illuminated by Gospel values.
- Learning and formation occur in the Catholic school without separation as does the development of each student on both the natural and supernatural levels.
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GOC.T	Truth		
	GOC.T.1	I will seek to understand the truth in all situations.	
	GOC.T.2	I will be truthful in the way I act, and respond, and accept truth around me.	
GOC.B	Beauty		
	GOC.B.1	I will seek beauty in all things and in all situations.	
	GOC.B.2	I will find the beauty of God's creation and wonders around me.	
GOC.G	Goodness		
	GOC.G.1	I will exhibit goodness as God's example during my daily life.	
	GOC.G.2	I will seek goodness in learning situations and remember to see God's likeness and goodness even in my opponents.	
GOC.A	Affability		
	GOC.A.1	I can be kind and treat others the way I would want to be treated.	
	GOC.A.2	I can treat others with respect, and I can be approachable and friendly.	
GOC.H	Humility		
	GOC.H.1	I embrace the wisdom and knowledge that my mentors and teachers have to offer, and I understand that I can learn from their knowledge and experiences.	
	GOC.H.2	I am humbled with the knowledge and talents I have, and I understand that I can always learn more.	
GOC.P	Prudence		
	GOC.P.1	I embrace learning from others, and I understand the importance of sharing my knowledge and talents by teaching others as well.	
	GOC.P.2	I can be prudent in making ethical decisions by using my Catholic faith and values as a moral compass.	
COG.F	Fortitude		
	COG.F.1	I can do all things through Christ who strengthens me.	
	COG.F.2	I will seek courage in difficult situations in pursuit of what is true, beautiful, and good.	

<i>910.1: Focus (Ninth/Tenth Grade)</i>		
	<i>910.1.1: Identify area of inquiry, working in groups or individually.</i>	
	910.1.1.1	Activate prior and background knowledge to select topic when appropriate, collaborating with others if working in group.
	910.1.1.2	Narrow or broaden topic.
	910.1.1.3	Generate a range of presearch questions through brainstorming and use of graphic organizers
	910.1.1.4	Define search terms (e.g., Boolean search operators, alternate terms, keywords).
	910.1.1.5	Formulate a thesis or statement of purpose.
	<i>910.1.2: Decide how much information is needed, working in groups or individually.</i>	
	910.1.2.1	Recognize the need for multiple information sources.
	910.1.2.2	Identify potential information sources.
	<i>910.1.3: Develop a search action plan and timeline, working in groups or individually.</i>	
	910.1.3.1	Work individually or in cooperative group to develop a search action plan with timeline which lists:
		•topic and subtopics;
		•keywords and alternate terms;

		<ul style="list-style-type: none"> •presearch questions; •thesis or statement of purpose; •possible information sources; •people to provide assistance with research (e.g., teacher, subject specialists, school and/or public librarian); and •due dates for project.
	910.1.3.2	Understand online navigation procedures (e.g., toolbar, links, favorites or bookmarks).
	910.1.3.3	Sequence the steps in the research process.
910.2: Investigate (Ninth/Tenth Grade)		
	<i>910.2.1: Locate print and digital resources, working in groups or individually.</i>	
	910.2.1.1	Retrieve fiction, nonfiction, and reference books from shelves using call numbers.
	910.2.1.2	Use advanced search strategies to locate resources using an online public access catalog (OPAC) in the local school, district, public, or university libraries.
	910.2.1.3	Identify appropriate resources to answer a personal or academic information need from various locations (e.g., school/public library or book store).
	910.2.1.4	Use fee based online sources (e.g., catalog, subscription periodical and reference databases) and Internet sites (e.g., Florida Memory Project).
	<i>910.2.2: Apply evaluative criteria to select the best resources to answer search question, working in groups or individually.</i>	
	910.2.2.1	Understand that the information need determines the resources selected (e.g., subject encyclopedia, almanac, nonfiction, newspaper, periodical, Internet source).
	910.2.2.2	Create and apply evaluative criteria for selecting resources (e.g., relevance, currency, authority, readability).
	910.2.2.3	Identify and use primary sources (e.g., letters, autobiographies, photographs, interviews, speeches) and secondary sources (e.g., textbooks, biographies).
	910.2.2.4	Select a variety of information sources representing a range of viewpoints and formats.
	<i>910.2.3: Demonstrate an understanding of how information is organized and located, working in groups or individually.</i>	
	910.2.3.1	Recognize that reference information is organized in specific formats (e.g., subject specific dictionaries, atlases, biographical sources).
	910.2.3.2	Understand that resources may be organized according to type or format either alphabetically, numerically, topically, chronologically, or graphically.

	910.2.3.3	Use headings, captions, keywords, glossaries, tables of contents, and indexes
	910.2.3.4	Understand and use the organizational structure of the library (e.g., Dewey Decimal System).
	910.2.4: <i>Exhibit responsible care and use of materials, e-resources, equipment, and facilities, working in groups or individually.</i>	
	910.2.4.1	Follow procedures for circulation and timely return of materials.
	910.2.4.2	Exhibit responsible care in the use of materials, equipment, and facilities.
	910.2.4.3	Follow guidelines and etiquette in the use of electronic information sources.
	910.2.4.4	Demonstrate responsible use of Internet and other e-resources consistent with the school's Acceptable Use Policy
910.3: <i>Note and Evaluate (Ninth/Tenth Grade)</i>		
	910.3.1: <i>Read, evaluate, and select information to answer search need, working in groups or individually.</i>	
	910.3.1.1	Use literacy skills and content knowledge to select and analyze relevant details and concepts from a text or oral presentation to answer a search question.
	910.3.1.2	Draw evidence from graphs, charts, tables, diagrams, maps, schedules, illustrations, photographs, and other visuals to answer search questions.
	910.3.1.3	Analyze information gathered to answer the search question by comparing topic coverage in multiple sources, noting point of view (e.g., bias, propaganda).
	910.3.2: <i>Take notes and record data required for citations, working in groups or individually.</i>	
	910.3.2.1	Compile notes using appropriate strategies.
	910.3.2.2	Recognize intellectual property rights.
	910.3.2.3	Record sources of materials used (e.g., author, title, place of publication, publisher, date of publication, URL, or date of download).
	910.3.2.4	Observe ethical practices including paraphrasing and the selective use of quotations (e.g., avoids plagiarism).
	910.3.3: <i>Analyze information gathered and compare with research need, working in groups or individually</i>	
	910.3.3.1	Sequence information alphabetically, numerically, categorically, or chronologically, as appropriate.
	910.3.3.2	Review notes and/or information for clarity, coherence, and completeness.
	910.3.3.3	Reflect on and refine questions based on information gathered or new insights on topic.
	910.3.3.4	Search for additional information, if needed.

<i>910.4: Develop (Ninth/Tenth Grade)</i>		
	<i>910.4.1: Select a presentation format appropriate for the topic, audience, and purpose, working in groups or individually.</i>	
	910.4.1.1	Choose a presentation method based on appropriateness and personal preference.
	910.4.1.2	Identify the strengths and weaknesses of presentation methods.
	<i>910.4.2: Analyze and synthesize collected information, working in groups or individually.</i>	
	910.4.2.1	Analyze, synthesize, and reflect on information gathered to conceptualize product.
	910.4.2.2	Plan product by integrating facts and ideas using an appropriate organizer (e.g., outlining, storyboarding, webbing).
	<i>910.4.3: Communicate information and ideas using a variety of formats and media, working in groups or individually.</i>	
	910.4.3.1	Use the writing process; media, oral, and visual techniques; and technology skills to create products that express new understandings about a topic.
	910.4.3.2	Demonstrate understanding of and respect for copyright laws and intellectual property rights by using standard bibliographic format to list sources and including quotations and intext citations when appropriate.
	910.4.3.3	Revise and edit the information product as needed.
<i>910.5: Score (Ninth/Tenth Grade)</i>		
	<i>910.5.1: Apply and develop evaluative criteria for information problem or product, working in groups or individually</i>	
	910.5.1.1	Develop and use criteria to evaluate success in answering search question.
	910.5.1.2	Develop and use a variety of evaluative strategies to assess information product.
	<i>910.5.2: Reflect on the search process, noting strengths and weaknesses, working in groups or individually.</i>	
	910.5.2.1	Reflect on search process orally, visually, or in writing, identifying strengths and weaknesses.
	<i>910.5.3: Make recommendations for improving and applying process, working in groups or individually.</i>	
	910.5.3.1	Assess the process used for inquiry-based learning and recommend strategies to improve it.
	910.5.3.2	Reflect on personal ability to participate in group work (e.g., demonstrating respect for diverse ideas, contributing to discussion, solving problems) and transfer skills to real-world situations.
<i>1112.1: Focus (Eleventh/Twelfth Grade)</i>		
	<i>1112.1.1: Identify area of inquiry, working in groups or individually.</i>	

	1112.1.1.1	Activate prior and background knowledge to select topic when appropriate, collaborating with others if working in group.
	1112.1.1.2	Narrow or broaden topic.
	1112.1.1.3	Generate a range of presearch questions through brainstorming and use of graphic organizers.
	1112.1.1.4	Define search terms (e.g., Boolean search operators, alternate terms, keywords).
	1112.1.1.5	Formulate a thesis or statement of purpose.
	1112.1.2: <i>Decide how much information is needed, working in groups or individually.</i>	
	1112.1.2.1	Recognize need for multiple information sources.
	1112.1.2.2	Identify potential information sources.
	1112.1.3: <i>Develop a search action plan and timeline, working in groups or individually.</i>	
	1112.1.3.1	Work individually or in cooperative group to develop a search action plan with timeline which lists:
		•topic and subtopics;
		•keywords and alternate terms;
		•presearch questions;
		•thesis or statement of purpose;
		•possible information sources;
		•people to provide assistance with research (e.g., teacher, subject specialists, school and/or public librarian); and
		•due dates for project.
	1112.1.3.2	Understand online navigation procedures (e.g., toolbar, links, favorites or bookmarks).
	1112.1.3.3	Sequence the steps in the research process.
	1112.2: <i>Investigate (Eleventh/Twelfth Grade)</i>	
	1112.2.1: <i>Locate print and digital resources, working in groups or individually.</i>	
	1112.2.1.1	Retrieve fiction, nonfiction, and reference books from shelves using call numbers.
	1112.2.1.2	Use advanced search strategies to locate resources using an online public access catalog (OPAC) in the local school, district, public, or university libraries
	1112.2.1.3	Identify appropriate resources to answer a personal or academic information need from various locations (e.g., school/public library or book store).
	1112.2.1.4	Use fee-based online sources (e.g., catalog, subscription periodical and reference databases) and Internet sites (e.g., Florida Memory Project).

	<i>1112.2.2: Apply evaluative criteria to select the best resources to answer search question, working in groups or individually.</i>	
	1112.2.2.1	Understand that the information need determines the resources selected (e.g., subject encyclopedia, handbook, nonfiction, newspaper, periodical, Internet source).
	1112.2.2.2	Create and apply evaluative criteria for selecting resources (e.g., relevance, currency, authority, coverage).
	1112.2.2.3	Identify and use primary sources (e.g., letters, autobiographies, photographs, interviews, treaties, speeches) and secondary sources (e.g., textbooks, biographies, historical analyses).
	1112.2.2.4	Select a variety of information sources representing a range of viewpoints and formats.
	<i>1112.2.3: Demonstrate an understanding of how information is organized and located, working in groups or individually.</i>	
	1112.2.3.1	Recognize that reference information is organized in specific formats (e.g., subject specific dictionaries, atlases, biographical sources).
	1112.2.3.2	Understand that resources may be organized according to type or format either alphabetically, numerically, topically, chronologically, or graphically.
	1112.2.3.3	Use headings, captions, keywords, glossaries, tables of contents, and indexes.
	1112.2.3.4	Understand and use the organizational structure of a library (e.g., Dewey Decimal System and Library of Congress Classification System).
	<i>1112.2.4: Exhibit responsible care and use of materials, e-resources, equipment, and facilities, working in groups or individually.</i>	
	1112.2.4.1	Follow procedures for circulation and timely return of materials.
	1112.2.4.2	Exhibit responsible care in the use of materials, equipment, and facilities.
	1112.2.4.3	Follow guidelines and etiquette in the use of electronic information sources.
	1112.2.4.4	Demonstrate responsible use of Internet and other e-resources consistent with the school's Acceptable Use Policy.
<i>1112.3: Note and Evaluate (Eleventh/Twelfth Grade)</i>		
	<i>1112.3.1: Read, evaluate, and select information to answer search need, working in groups or individually.</i>	
	1112.3.1.1	Use literacy skills and content knowledge to select and analyze relevant details and concepts from a text or oral presentation to answer a search question.
	1112.3.1.2	Draw evidence from graphs, charts, tables, diagrams, maps, schedules, illustrations, photographs, and other visuals to answer search questions.

	1112.3.1.3	Analyze information gathered to answer the search question by comparing topic coverage in multiple sources, noting point of view (e.g., bias, propaganda).
	1112.3.2: <i>Take notes and record data required for citations, working in groups or individually.</i>	
	1112.3.2.1	Compile notes using appropriate strategies.
	1112.3.2.2	Recognize intellectual property rights.
	1112.3.2.3	Record sources of materials used (e.g., author, title, place of publication, publisher, date of publication, URL, or date of download).
	1112.3.2.4	Observe ethical practices including paraphrasing and the selective use of quotations (e.g., avoids plagiarism).
	1112.3.3: <i>Analyze information gathered and compare with research need, working in groups or individually</i>	
	1112.3.3.1	Sequence information alphabetically, numerically, categorically, or chronologically, as appropriate
	1112.3.3.2	Review notes and/or information for clarity, coherence, and completeness.
	1112.3.3.3	Reflect on and refine questions based on information gathered or new insights on topic.
	1112.3.3.4	Search for additional information, if needed.
1112.4: <i>Develop (Eleventh/Twelfth Grade)</i>		
	1112.4.1: <i>Select a presentation format appropriate for the topic, audience, and purpose, working in groups or individually.</i>	
	1112.4.1.1	Choose a presentation method based on appropriateness and personal preference.
	1112.4.1.2	Identify the strengths and weaknesses of presentation methods.
	1112.4.2: <i>Analyze and synthesize collected information, working in groups or individually.</i>	
	1112.4.2.1	Analyze, synthesize, and reflect on information gathered to conceptualize product.
	1112.4.2.2	Plan product by integrating facts and ideas using an appropriate organizer (e.g., outlining, storyboarding, webbing).
	1112.4.3: <i>Communicate information and ideas using a variety of formats and media, working in groups or individually.</i>	
	1112.4.3.1	Use the writing process; media, oral, and visual techniques; and technology skills to create products that express new understandings about a topic.
	1112.4.3.2	Demonstrate understanding of and respect for copyright laws and intellectual property rights by using standard bibliographic format to list sources and including quotations and in-text citations when appropriate.
	1112.4.3.3	Revise and edit the information product as needed.
1112.5: <i>Score (Eleventh/Twelfth Grade)</i>		

	1112.5.1: <i>Apply and develop evaluative criteria for information problem or product, working in groups or individually</i>	
	1112.5.1.1	Develop and use criteria to evaluate success in answering search question.
	1112.5.1.2	Develop and use a variety of evaluative strategies to assess information product.
	1112.5.2: <i>Reflect on the search process, noting strengths and weaknesses, working in groups or individually.</i>	
	1112.5.2.1	Reflect on search process orally, visually, or in writing, identifying skills that require practice and refinement.
	1112.5.3: <i>Make recommendations for improving and applying process, working in groups or individually.</i>	
	1112.5.3.1	Internalize the research process, monitor for needed improvements, and apply to academic and real-world contexts.
	1112.5.3.2	Reflect on personal ability to participate in group work (e.g., demonstrating respect for diverse ideas, contributing to discussion, solving problems) and transfer skills to real-world situations.

Diocese of Venice Standards for Theatre

9th-12th Grade



Basic Principles Underlying All Standards to be Used for the Planning of Curriculum for the Diocese of Venice

Basic principles which inform all Catholic education in the Schools of the Diocese of Venice are:

- All knowledge, in some way, reflects God's Truth, Beauty and Goodness.
- Curriculum and instruction enable deeper incorporation of the children into the Church, the formation of community within the school; and respect for the uniqueness and dignity of each person as created in the image of God.
- Education fosters growth in Christian virtue and contributes to development and formation of the whole person in light of his/her ultimate end and the good of the society of which he/she is a member.
- Each subject is to be examined in the context of the Catholic faith and is to be illuminated by Gospel values.
- Learning and formation occur in the Catholic school without separation as does the development of each student on both the natural and supernatural levels.
- Curriculum and instruction seeks to promote a synthesis of faith, life and culture and to form students as disciples of Jesus.



Gifts of CHRIST[©] at the Diocese of Venice Catholic Schools

The *Gifts of C.H.R.I.S.T.*[©] are dispositions made up of 4 Catholic virtues (humility, prudence, fortitude, and affability) and the three transcendentals (truth, beauty, and goodness) of the Catholic faith. CHRIST in the *Gifts of C.H.R.I.S.T.*[©] stands for **C**atholic **H**abits and **R**esponses **i**n **S**chool and on **T**eams. Through curricular and extracurricular learning experiences at a Diocese of Venice Catholic school, PK-12th grade students will learn about the 7 *Gifts of C.H.R.I.S.T.*[©] and how to consciously think, behave, and respond to challenging situations using the moral and ethical values and virtues of the Catholic faith.

GOC.T	Truth		
	GOC.T.1	I will seek to understand the truth in all situations.	
	GOC.T.2	I will be truthful in the way I act, and respond, and accept truth around me.	
GOC.B	Beauty		
	GOC.B.1	I will seek beauty in all things and in all situations.	
	GOC.B.2	I will find the beauty of God's creation and wonders around me.	
GOC.G	Goodness		
	GOC.G.1	I will exhibit goodness as God's example during my daily life.	
	GOC.G.2	I will seek goodness in learning situations and remember to see God's likeness and goodness even in my opponents.	
GOC.A	Affability		
	GOC.A.1	I can be kind and treat others the way I would want to be treated.	
	GOC.A.2	I can treat others with respect, and I can be approachable and friendly.	
GOC.H	Humility		
	GOC.H.1	I embrace the wisdom and knowledge that my mentors and teachers have to offer, and I understand that I can learn from their knowledge and experiences.	
	GOC.H.2	I am humbled with the knowledge and talents I have, and I understand that I can always learn more.	
GOC.P	Prudence		
	GOC.P.1	I embrace learning from others, and I understand the importance of sharing my knowledge and talents by teaching others as well.	
	GOC.P.2	I can be prudent in making ethical decisions by using my Catholic faith and values as a moral compass.	
COG.F	Fortitude		
	COG.F.1	I can do all things through Christ who strengthens me.	
	COG.F.2	I will seek courage in difficult situations in pursuit of what is true, beautiful, and good.	

TH.K.C: Critical Thinking and Reflection	
	TH.K.C.1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
TH.K.C.1.1	Create a story about an everyday event involving family members and/or pets using body movements, sounds, and imagination.
	TH.K.C.2: Assessing our own and other's artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
TH.K.C.2.1	Respond to a performance and share personal preferences about parts of the performance.
	TH.K.C.3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.
TH.K.C.3.1	Recognize that individuals may like different things about a selected story or play.
TH.K.C.3.2	Share reactions to a live theatre performance.
TH.K.H: Historical and Global Connections	
	TH.K.H.2: Through study in the arts, we learn about and honor others and the worlds in which they live(d).
TH.K.H.2.1	Identify how the elements of place and time can change a story.
	TH.K.H.3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.
TH.K.H.3.1	Describe feelings related to watching a play.
TH.K.F: Innovation, Technology, and the Future	
	TH.K.F.1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.
TH.K.F.1.1	Pretend to be an animal by imitating its movements and sounds.
	TH.K.F.3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.
TH.K.F.3.1	Exhibit age-appropriate dramatic play behaviors.
TH.K.O: Organizational Structure	
	TH.K.O.1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
TH.K.O.1.1	Share opinions about a story with classmates.
	TH.K.O.2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.
TH.K.O.2.1	Draw a picture of a favorite scene from a play.
	TH.K.O.3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

	TH.K.O.3.1	Compare a story that is read to one that is acted out.
TH.K.S: Skills, Techniques, and Processes		
	TH.K.S.1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
	TH.K.S.1.1	Demonstrate appropriate audience behavior at a live performance.
	TH.K.S.1.2	Describe play-acting, pretending, and real life.
	TH.K.S.1.3	Describe personal preferences related to a performance.
	TH.K.S.2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
	TH.K.S.2.1	Pretend to be a character from a given stor
	TH.K.S.3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
	TH.K.S.3.1	Use imagination to show a person at work, using the body and voice to communicate ideas.
	TH.K.S.3.2	Describe the concept of beginning, middle, and ending in stories using dramatic play.
	TH.K.S.3.3	Demonstrate use of the stage space using dramatic play.
TH.1.C: Critical Thinking and Reflection		
	TH.1.C.1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
	TH.1.C.1.1	Create a story and act it out, using a picture of people, animals, or objects as the inspiration.
	TH.1.C.1.2	Draw a picture from a favorite story and share with the class why the scene was important to the story.
	TH.1.C.2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
	TH.1.C.2.1	Discuss what worked well and what didn't work well after acting out a story.
	TH.1.C.2.2	Identify elements of an effective performance.
	TH.1.C.3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
	TH.1.C.3.1	Share opinions about selected plays.
TH.1.H: Historical and Global Connections		
	TH.1.H.1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
	TH.1.H.1.1	Identify characters in stories from various cultures.
	TH.1.H.1.2	Describe how people respond to special events in the community.
	TH.1.H.2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
	TH.1.H.2.1	Re-tell a story, demonstrating respect, from a culture other than one's own.

	TH.1.H.3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.
	TH.1.H.3.1 Identify similarities between plays and stories.
TH.1.F: Innovation, Technology, and the Future	
	TH.F.1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.
	TH.F.1.1 Pretend to be an animal or person living in an imagined place.
	TH.F.3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.
	TH.F.3.1 Describe and discuss how to work together as actors
TH.1.O: Organizational Structure	
	TH.1.O.1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
	TH.1.O.1.1 Demonstrate how the parts of the story go together by acting out a story with a beginning, middle, and end.
	TH.1.O.2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.
	TH.1.O.2.1 Describe in words or by drawing a picture, the most exciting part in the story line of a play.
	TH.1.O.3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.
	TH.1.O.3.1 Compare a play to an animated movie that tells the same story.
TH.1.S: Skills, Techniques, and Processes	
	TH.1.S.1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
	TH.1.S.1.1 Exhibit appropriate audience etiquette and response.
	TH.1.S.1.2 Demonstrate the differences between play-acting, pretending, and real life.
	TH.1.S.1.3 Explain personal preferences related to a performance.
	TH.1.S.2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.
	TH.1.S.2.1 Collaborate with others to present scenes from familiar stories.
	TH.1.S.3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
	TH.1.S.3.1 Use simple acting techniques to portray a person, place, action, or thing.
	TH.1.S.3.2 Describe characters and plot development discovered during dramatic play.

	TH.1.S.3.3	Distinguish stage space from audience space to show understanding of the physical relationship between audience and actor in performance.
TH.2.C: Critical Thinking and Reflection		
	TH.2.C.1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
	TH.2.C.1.1	Describe a character in a story and tell why the character is important to the story.
	TH.2.C.1.2	Respond to a play by drawing and/or writing about a favorite aspect of it.
	TH.2.C.2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
	TH.2.C.2.1	Discuss the purpose of a critique.
	TH.2.C.2.2	Describe how an actor in a play, musical, or film creates a character.
	TH.2.C.3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
	TH.2.C.3.1	Identify important characteristics to discuss when sharing opinions about theatre.
TH.2.H: Historical and Global Connections		
	TH.2.H.1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
	TH.2.H.1.1	Read and dramatize stories with similar themes to show developing knowledge of, and respect for, cultural differences.
	TH.2.H.1.2	Explain how to respond as an audience member in a different way, depending on the style of performance.
	TH.2.H.2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
	TH.2.H.2.1	Identify universal characters in stories from different cultures.
	TH.2.H.3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
	TH.2.H.3.1	Create dialogue for characters from a story.
TH.2.F: Innovation, Technology, and the Future		
	TH.2.F.1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
	TH.2.F.1.1	Create and sustain a character inspired by a class reading or activity.
	TH.2.F.2: Careers in and related to the arts significantly and positively impact local and global economies.	
	TH.2.F.2.1	Identify the jobs people can have in a theater.
	TH.2.F.3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
	TH.2.F.3.1	Identify what was successful about a collaborative theatre activity.

TH.2.O: Organizational Structure	
	TH.2.O.1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
	TH.2.O.1.1 Compare the differences between reading a story and seeing it as a play.
	TH.2.O.1.2 Explain the difference between the stage, backstage, and audience areas.
	TH.2.O.2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.
	TH.2.O.2.1 Re-tell what happened in the beginning, middle, and end of a story after viewing a play.
	TH.2.O.3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.
	TH.2.O.3.1 Identify theatrical elements and vocabulary found in everyday life.
TH.2.S: Skills, Techniques, and Processes	
	TH.2.S.1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
	TH.2.S.1.1 Exhibit the behavior necessary to establish audience etiquette, response, and constructive criticism.
	TH.2.S.1.2 Compare, explain, and exhibit the differences between play-acting, pretending, and real life.
	TH.2.S.1.3 Explain, using specific examples, why some individuals may or may not like a particular performance.
	TH.2.S.2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.
	TH.2.S.2.1 Collaborate with others to perform a scene and solve challenges.
	TH.2.S.3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
	TH.2.S.3.1 Create imagined characters, relationships, and environments using basic acting skills.
	TH.2.S.3.2 Communicate with others the concept of dramatic conflict and resolution in stories using dramatic play.
	TH.2.S.3.3 Create the stage space to communicate character and action in specific locales.
TH.3.C: Critical Thinking and Reflection	
	TH.3.C.1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
	TH.3.C.1.1 Create an imaginative costume piece or prop out of everyday items found around the classroom or at home and use it as the basis to tell an original story.
	TH.3.C.1.2 Watch a play and describe how the elements of light, costumes, props, and sound influence the mood of the production.
	TH.3.C.2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

	TH.3.C.2.1	Revise a formal or informal performance after receiving a critique.
	TH.3.C.2.2	Discuss the meaning of an artistic choice to support development of critical thinking and decision-making skills.
	TH.3.C.3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
	TH.3.C.3.1	Discuss the techniques that help create an effective theatre work.
TH.3.H: Historical and Global Connections		
	TH.3.H.1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
	TH.3.H.1.1	Understand how cultural differences are expressed through character, environment, and theme.
	TH.3.H.1.2	Interview an adult and create a story from his or her life using any theatrical form.
	TH.3.H.2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
	TH.3.H.2.1	Identify geographical or cultural origins of stories.
	TH.3.H.2.2	Create and tell a story, fable, or tale.
	TH.3.H.3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
	TH.3.H.3.1	Identify interpersonal skills that are learned through participation in a play.
	TH.3.H.3.2	Discuss differences between stories that are presented in different modes or time periods.
	TH.3.H.3.3	Plan and perform a simple performance based on a theme from another content area.
TH.3.F: Innovation, Technology, and the Future		
	TH.3.F.1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
	TH.3.F.1.1	Create and/or collect appropriate props and costumes and use them to help tell a story.
	TH.3.F.1.2	Arrange classroom furniture to create an environment for a story.
	TH.3.F.2: Careers in and related to the arts significantly and positively impact local and global economies.	
	TH.3.F.2.1	Identify non-theatre professions that require the same skills as are used in theatre.
	TH.3.F.3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
	TH.3.F.3.1	Participate in a collaborative project to create a theatrical performance and reflect on the experience.
TH.3.O: Organizational Structure		
	TH.3.O.1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
	TH.3.O.1.1	Describe how an actor creates a character.
	TH.3.O.1.2	Discuss why costumes and makeup are used in a play.

	TH.3.O.2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.
	TH.3.O.2.1 Describe what happened in a play, using age-appropriate theatre terminology.
	TH.3.O.2.2 Collaborate to create a collage to show the emotion(s) of a particular story or play.
	TH.3.O.3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.
	TH.3.O.3.1 Compare the characteristics of theatre to television and movies.
TH.3.S: Skills, Techniques, and Processes	
	TH.3.S.1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
	TH.3.S.1.1 Demonstrate effective audience etiquette and constructive criticism for a live performance.
	TH.3.S.1.2 Compare a theatrical performance with real life and discuss how theatre makes pretense seem like real life.
	TH.3.S.1.3 Evaluate a performance, using correct theatre terms, and give specific examples to support personal opinions.
	TH.3.S.2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.
	TH.3.S.2.1 Discuss the process and responsibilities in creating a play and then apply them to collaborate and create a simple production.
	TH.3.S.3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
	TH.3.S.3.1 Create and sustain imagined characters and relationships, using basic acting skills, to tell a simple story.
	TH.3.S.3.2 Use information gained from research to shape the creation of a character.
	TH.3.S.3.3 Describe elements of dramatic performance that produce an emotional response in oneself or an audience.
	TH.3.S.3.4 Describe the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal play productions.
TH.4.C: Critical Thinking and Reflection	
	TH.4.C.1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
	TH.4.C.1.1 Devise a story about an age-appropriate issue and explore different endings.
	TH.4.C.1.2 Describe choices made to create an original pantomime based on a fable, folk tale, or fairy tale.
	TH.4.C.2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
	TH.4.C.2.1 Provide a verbal critique to help strengthen a peer's performance.

	TH.4.C.2.2	Reflect on the strengths and needs of one's own performance.
	TH.4.C.2.3	Describe the choices perceived in a peer's performance or desi
	TH.4.C.3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
	TH.4.C.3.1	Identify the characteristics of an effective acting performance.
	TH.4.C.3.2	Create an original scene or monologue based on a historical event or person.
	TH.4.C.3.3	Define the elements of a selected scene that create an effective presentation of an event or person.
TH.4.H: Historical and Global Connections		
	TH.4.H.1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
	TH.4.H.1.1	Re-create a famous character from Florida history.
	TH.4.H.1.2	Define how a character might react to a new set of circumstances in a given story.
	TH.4.H.1.3	Identify playwrights whose lives or careers have a connection with Florida.
	TH.4.H.2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
	TH.4.H.2.1	Discover how the same idea or theme is treated in a variety of cultural and historic periods.
	TH.4.H.2.2	Re-tell stories, fables, and/or tales from cultures that settled in Florida.
	TH.4.H.3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
	TH.4.H.3.1	Describe how individuals learn about themselves and others through theatre experiences.
	TH.4.H.3.2	Compare a historical play with actual historical events.
	TH.4.H.3.3	Create an original story after listening to music or viewing a work of art.
TH.4.F: Innovation, Technology, and the Future		
	TH.4.F.1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
	TH.4.F.1.1	Create a character based on a historical figure and respond to questions, posed by the audience, about that character.
	TH.4.F.1.2	Create sound and lighting effects to suggest the mood of a story.
	TH.4.F.2: Careers in and related to the arts significantly and positively impact local and global economies.	
	TH.4.F.2.1	Identify the types of jobs related to putting on a theatre production and compare them with other arts-related and non-arts performances or events.
	TH.4.F.3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
	TH.4.F.3.1	Identify the leadership qualities of directors, actors, and/or technicians.
TH.4.O: Organizational Structure		

	TH.4.O.1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
TH.4.O.1.1	Describe what a designer and director do to support the actor in creating a performance.
TH.4.O.1.2	Identify common audience conventions used when viewing a play.
	TH.4.O.2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.
TH.4.O.2.1	Write a summary of dramatic events after reading or watching a play.
TH.4.O.2.2	Create a mask to show a comic or tragic character.
	TH.4.O.3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.
TH.4.O.3.1	Explain how theatre and its conventions are used to communicate ideas.
TH.4.O.3.2	Explore how theatre is used to understand different cultures.
TH.4.S: Skills, Techniques, and Processes	
	TH.4.S.1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
TH.4.S.1.1	Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.
TH.4.S.1.2	Discuss the concept of "willing suspension of disbelief" used in theatre to help create the illusion of real life in performances.
TH.4.S.1.3	Use theatre terms to evaluate a live performance and discuss the qualities that directly impacted the audience's response to the production.
	TH.4.S.2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.
TH.4.S.2.1	Collaborate with others to share responsibilities for a production.
	TH.4.S.3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
TH.4.S.3.1	Create and sustain imagined characters and relationships, using basic acting skills, to re-tell a well-known fairy tale, fable, or story.
TH.4.S.3.2	Use information gained from research to shape acting choices in a simple, historically based scene.
TH.4.S.3.3	Describe elements of dramatic and technical performance that produce an emotional response in oneself or an audience.
TH.4.S.3.4	Manipulate the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal play productions to create different environments for a classroom piece.
TH.5.C: Critical Thinking and Reflection	
	TH.5.C.1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

	TH.5.C.1.1	Devise an original performance piece based on an age-appropriate theme or social issue relevant to the school climate and explore different solutions and endings.
	TH.5.C.1.2	Create an original pantomime using instrumental music created or found to set the mood.
	TH.5.C.2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
	TH.5.C.2.1	Change and strengthen one's own performance based on coaching from a director.
	TH.5.C.2.2	Write a self-critique of a performance.
	TH.5.C.2.3	Defend an artistic choice for a theatrical work.
	TH.5.C.2.4	Identify correct vocabulary used in a formal theatre critique.
	TH.5.C.3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
	TH.5.C.3.1	Discuss alternate performance possibilities of the same character in the same play.
	TH.5.C.3.2	Use a photograph, sculpture, or two-dimensional work of art to inspire creation of an original scene or monologue.
	TH.5.C.3.3	Define the visual elements that must be conveyed dramatically to make a scene effective.
TH.5.H: Historical and Global Connections		
	TH.5.H.1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
	TH.5.H.1.1	Research and describe the context in which a specified playwright wrote a particular dramatic work.
	TH.5.H.1.2	Participate in a performance to explore and celebrate a variety of human experiences.
	TH.5.H.2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
	TH.5.H.2.1	Recognize theatre works as a reflection of societal beliefs and values.
	TH.5.H.2.2	Identify types of early American theatre.
	TH.5.H.3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
	TH.5.H.3.1	Identify symbolism in a play that is found in other art forms.
	TH.5.H.3.2	Compare theatre to other modes of communication.
	TH.5.H.3.3	Demonstrate how the use of movement and sound enhance the telling of a story.
	TH.5.H.3.4	Act out a character learned about in another content area.
TH.5.F: Innovation, Technology, and the Future		
	TH.5.F.1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
	TH.5.F.1.1	Create a character based on a literary figure and respond to questions, posed by the audience, using information inferred in the story.

	TH.5.F.1.2	Create a new ending for a familiar story.
	TH.5.F.1.3	Take creative risks through improvisation, using sensory skills to explore characters' feelings and environments.
	TH.5.F.2: Careers in and related to the arts significantly and positively impact local and global economies.	
	TH.5.F.2.1	Identify jobs in the community that are associated with or impacted by having a theater in the neighborhood.
	TH.5.F.3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
	TH.5.F.3.1	Examine and discuss the characteristics displayed by directors, actors, and technicians that can be applied to jobs outside the theatre classroom.
TH.5.O: Organizational Structure		
	TH.5.O.1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
	TH.5.O.1.1	Explain an actor's choices in the creation of a character for a scene or play.
	TH.5.O.1.2	Make a list of the types of props that might be found in a play.
	TH.5.O.1.3	Evaluate how an actor or designer's choices about a character affect the audience's understanding of a play.
	TH.5.O.2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
	TH.5.O.2.1	Create a story board of the major events in a play.
	TH.5.O.2.2	Make a list of types of props that might be found in a play.
	TH.5.O.2.3	Predict the ending of a play or performance.
	TH.5.O.2.4	Collaborate with others to develop and refine original scripts, and justify writing choices.
	TH.5.O.3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
	TH.5.O.3.1	Describe a variety of theatrical methods and/or conventions that a group of individuals can use to communicate with audiences.
	TH.5.O.3.2	Explore how theatre can communicate universal truths across the boundaries of culture and language.
TH.5.S: Skills, Techniques, and Processes		
	TH.5.S.1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
	TH.5.S.1.1	Describe the difference in responsibilities between being an audience member at live or recorded performances.
	TH.5.S.1.2	Weigh the use of "fourth wall" and "willing suspension of disbelief" in effectively creating the illusion of real life in specified theatre performances.

	TH.5.S.1.3	Evaluate a performance, using theatre terminology, and articulate emotional responses to the whole and parts of dramatic performances.
	TH.5.S.2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
	TH.5.S.2.1	Collaborate with others to create productions and solve challenges.
	TH.5.S.3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
	TH.5.S.3.1	Create and sustain imagined characters and relationships, using basic acting skills, to tell an original story based on historical, literary, or everyday situations.
	TH.5.S.3.2	Use information gained from research to shape acting choices in the re-telling of a favorite scene from a well-known literary piece.
	TH.5.S.3.3	Use elements of dramatic and technical performance designed to produce an emotional response in an audience.
	TH.5.S.3.4	Manipulate, based on research, the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal play productions to create an environment.
TH.68.C: Critical Thinking and Reflection		
	TH.68.C.1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
	TH.68.C.1.1	Devise an original work based on a community issue that explores various solutions to a problem.
	TH.68.C.1.2	Develop a character analysis to support artistic portrayal.
	TH.68.C.1.3	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
	TH.68.C.1.4	Create and present a design, production concept, or performance and defend artistic choices.
	TH.68.C.2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
	TH.68.C.2.1	Use group-generated criteria to critique others and help strengthen each other's performance.
	TH.68.C.2.2	Keep a rehearsal journal to document individual performance progress.
	TH.68.C.2.3	Ask questions to understand a peer's artistic choices for a performance or design.
	TH.68.C.2.4	Defend personal responses to a theatre production.
	TH.68.C.3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
	TH.68.C.3.1	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.
	TH.68.C.3.2	Compare a film version of a story to its original play form.
	TH.68.C.3.3	Determine personal strengths and challenges, using evaluations and critiques to guide selection of material for a portfolio.

TH.68.H: Historical and Global Connections		
	TH.68.H.1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
	TH.68.H.1.1	Explore potential differences when performing works set in a variety of historical and cultural contexts.
	TH.68.H.1.2	Analyze the impact of one’s emotional and social experiences when responding to, or participating in, a play.
	TH.68.H.1.3	Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.
	TH.68.H.1.4	Create a monologue or story that reflects one’s understanding of an event in a culture different from one’s own.
	TH.68.H.2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
	TH.68.H.2.1	Compare western theatre traditions with those of other cultures.
	TH.68.H.2.2	Identify examples of American musical theatre productions that reflect specific correlations to American history and culture.
	TH.68.H.2.3	Analyze theatre history and dramatic literature in the context of societal and cultural history.
	TH.68.H.2.4	Discuss the differences between presentational and representational theatre styles.
	TH.68.H.3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
	TH.68.H.3.1	Identify principles and techniques that are shared between the arts and other content areas.
	TH.68.H.3.2	Read plays from a variety of genres and styles and compare how common themes are expressed in various art forms.
	TH.68.H.3.3	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
	TH.68.H.3.4	Describe the importance of wellness and care for the actor’s physical being as a performance instrument.
	TH.68.H.3.5	Describe how social skills learned through play participation are used in other classroom and extracurricular activities.
	TH.68.H.3.6	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
TH.68.F: Innovation, Technology, and the Future		
	TH.68.F.1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
	TH.68.F.1.1	Manipulate various design components to imagine the world of the character.
	TH.68.F.1.2	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
	TH.68.F.1.3	Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.

	TH.68.F.1.4	Survey an aspect of theatre to understand the ways in which technology has affected it over time.
	TH.68.F.2: Careers in and related to the arts significantly and positively impact local and global economies.	
	TH.68.F.2.1	Research careers in the global economy that are not directly related to the arts, but include skills that are arts-based or derive part of their economic impact from the arts.
	TH.68.F.2.2	Identify industries within the state of Florida that have a significant impact on local economies, in which the arts are either directly or indirectly involved in their success.
	TH.68.F.2.3	Identify businesses that are directly or indirectly associated with school and community theatre, and calculate their impact on the local and/or regional economy.
	TH.68.F.3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
	TH.68.F.3.1	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright.
	TH.68.F.3.2	Develop a list of line items that would typically be found in a production budget for a performance.
TH.68.O: Organizational Structure		
	TH.68.O.1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
	TH.68.O.1.1	Compare different processes an actor uses to prepare for a performance.
	TH.68.O.1.2	Discuss how color, line, shape, and texture are used to show emotion in technical theatre elements.
	TH.68.O.1.3	Explain the impact of choices made by directors, designers, and actors on audience understanding.
	TH.68.O.1.4	Discuss how the whole of a theatre performance is greater than the sum of its parts.
	TH.68.O.2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
	TH.68.O.2.1	Diagram the major parts of a play and their relationships to each other.
	TH.68.O.2.2	Explain how a performance would change if depicted in a different location, time, or culture.
	TH.68.O.2.3	Write alternate endings for a specified play.
	TH.68.O.2.4	Perform a scene or pantomime to demonstrate understanding of blocking and stage movement.
	TH.68.O.2.5	Explain how the contributions of significant playwrights, performers, directors, designers, and producers from various cultures and historical periods have influenced the creative innovations of theatre.
	TH.68.O.3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
	TH.68.O.3.1	Compare theatre and its elements and vocabulary to other art forms.
	TH.68.O.3.2	Explore how theatre and theatrical works have influenced various cultures.
	TH.68.O.3.3	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.

TH.68.S: Skills, Techniques, and Processes	
	TH.68.S.1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
TH.68.S.1.1	Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.
TH.68.S.1.2	Invent a character with distinct behavior(s) based on observations of people in the real world and interact with others in a cast as the invented characters.
TH.68.S.1.3	Describe criteria for the evaluation of dramatic texts, performances, direction, and production elements.
TH.68.S.1.4	Discuss the ways in which theatre experiences involve empathy and aesthetic distance.
	TH.68.S.2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.
TH.68.S.2.1	Discuss the value of collaboration in theatre and work together to create a theatrical production.
TH.68.S.2.2	Discuss and apply the theatrical production process to create a live performance.
TH.68.S.2.3	Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood
TH.68.S.2.4	Memorize and present a character’s lines from a monologue or scene.
	TH.68.S.3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
TH.68.S.3.1	Develop characterizations, using basic acting skills, appropriate for selected dramatizations.
TH.68.S.3.2	Use the elements of dramatic form to stage a play.
TH.68.S.3.3	Lead rehearsals of improvised and scripted scenes, communicating with cast and crew to create appropriate characterization and dramatic environments.
TH.68.S.3.4	Lead small groups to safely select and create elements of technical theatre to signify a character or setting.
TH.912.C: Critical Thinking and Reflection	
	TH.912.C.1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
TH.912.C.1.1	Devise an original work based on a global issue that explores various solutions to a problem.
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.1.4	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.

	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.1.6	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
	TH.912.C.1.7	Justify personal perceptions of a director's vision and/or playwright's intent.
	TH.912.C.1.8	Apply the components of aesthetics and criticism to a theatrical performance or design.
TH.912.C.2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.		
	TH.912.C.2.1	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
	TH.912.C.2.2	Construct imaginative, complex scripts and revise them in collaboration with actors to convey story and meaning to an audience.
	TH.912.C.2.3	Analyze different types of stage configurations to determine the effects of each as potential production solutions.
	TH.912.C.2.4	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
	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.
TH.912.C.3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.		
	TH.912.C.3.1	Explore commonalities between works of theatre and other performance media.
	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.
	TH.912.C.3.3	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
TH.912.H: Historical and Global Connections		
	TH.912.H.1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
	TH.912.H.1.1	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.1.3	Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.
	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.
	TH.912.H.2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
	TH.912.H.2.1	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
	TH.912.H.2.10	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.
	TH.912.H.2.11	Describe the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American musical theatre.
	TH.912.H.2.2	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
	TH.912.H.2.3	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.2.5	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.
	TH.912.H.2.6	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
	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.
	TH.912.H.2.8	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
	TH.912.H.2.9	Create scenes that satirize current political or social events.
	TH.912.H.3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
	TH.912.H.3.1	Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
	TH.912.H.3.2	Compare the applications of various art forms used in theatre production.

	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.
	TH.912.H.3.5	Explain how the social interactions of daily life are manifested in theatre.
TH.912.F: Innovation, Technology, and the Future		
	TH.912.F.1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
	TH.912.F.1.1	Synthesize research, analysis, and imagination to create believable characters and settings.
	TH.912.F.1.2	Solve short conflict-driven scenarios through improvisation.
	TH.912.F.1.3	Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.
	TH.912.F.1.4	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
	TH.912.F.2: Careers in and related to the arts significantly and positively impact local and global economies.	
	TH.912.F.2.1	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity.
	TH.912.F.2.2	Assess the skills needed for theatre-related jobs in the community to support career selection.
	TH.912.F.2.3	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
	TH.912.F.2.4	Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.
	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.
	TH.912.F.3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
	TH.912.F.3.1	Analyze and identify the functions of a successful system of business management for a theatre company and compare them to the systems found in a successful business management system.
	TH.912.F.3.2	Develop a production budget for a hypothetical performance, using real-world numbers, and determine how much to charge the audience in order to cover costs.
	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.3.5	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce.

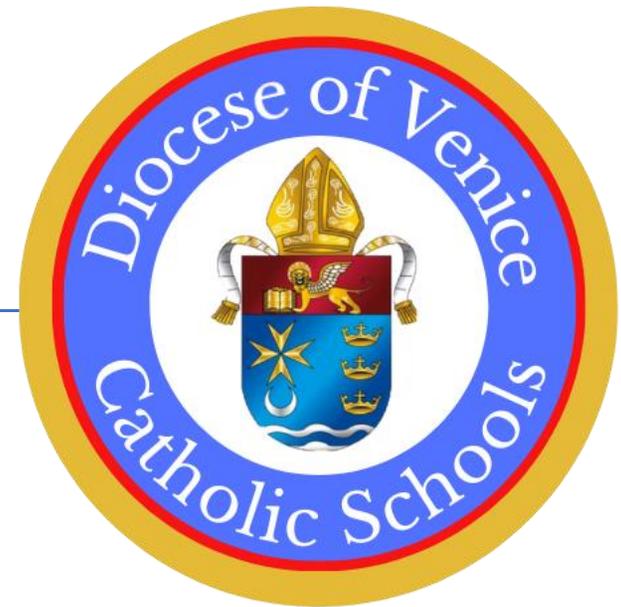
	TH.912.F.3.6	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application.
	TH.912.F.3.7	Use social networking or other communication technology appropriately to advertise for a production or school even
	TH.912.F.3.8	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.
TH.912.O: Organizational Structure		
	TH.912.O.1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
	TH.912.O.1.1	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
	TH.912.O.1.2	Compare the conventions of western theatre with eastern theatre practices.
	TH.912.O.1.3	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
	TH.912.O.1.4	Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions.
	TH.912.O.2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
	TH.912.O.2.1	Apply the principles of dramatic structure to the writing of a one-act play.
	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.2.3	Create a non-traditional scenic or costume design of a classical play that visually connects it to another time period.
	TH.912.O.2.4	Construct and perform a pantomime of a complete story, showing a full character arc.
	TH.912.O.2.5	Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way.
	TH.912.O.2.6	Deconstruct a play, using an established theory, to understand its dramatic structure.
	TH.912.O.2.7	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences.
	TH.912.O.2.8	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.
	TH.912.O.3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
	TH.912.O.3.1	Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process.

	TH.912.O.3.2	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.
	TH.912.O.3.3	Analyze and demonstrate how to use various media to impact theatrical productions.
	TH.912.O.3.4	Create a performance piece to document a significant issue or event.
	TH.912.O.3.5	Design technical elements to document the progression of a character, plot, or theme.
	TH.912.O.3.6	Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents.
	TH.912.O.3.7	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation.
TH.912.S: Skills, Techniques, and Processes		
	TH.912.S.1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
	TH.912.S.1.1	Describe the interactive effect of audience members and actors on performances.
	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.1.4	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.
	TH.912.S.1.5	Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.
	TH.912.S.1.6	Respond appropriately to directorial choices for improvised and scripted scenes.
	TH.912.S.1.7	Interpret dramatic texts, organize and conduct rehearsals, and justify directorial choices for formal and informal productions.
	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.
	TH.912.S.2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
	TH.912.S.2.1	Create one or more technical design documents for a theatrical production.
	TH.912.S.2.2	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.
	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.2.7	Create a prompt book to organize dramaturgy, blocking, and play analysis to demonstrate understanding of the production process and the job responsibilities of a director or stage manager.
TH.912.S.2.8	Strengthen acting skills by engaging in theatre games and improvisations.
TH.912.S.2.9	Research and defend one's own artistic choices as a designer.
TH.912.S.3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
TH.912.S.3.1	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
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.3.4	Apply scientific and technological advances to develop visual and aural design elements that complement the interpretation of the text.
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.3.6	Compare the Stanislavski Method with other acting methods to support development of a personal method.
TH.912.S.3.7	Demonstrate the audition process by researching and selecting monologues and presenting a memorized selection.
TH.912.S.3.8	Direct a scene or one-act play.
TH.912.S.3.9	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic

Diocese of Venice Standards for Exceptional Student Education (ESE)

K-12 Various Disabilities and Exceptionalities



Basic Principles Underlying All Standards to be Used for the Planning of Curriculum for the Diocese of Venice

Basic principles which inform all Catholic education in the Schools of the Diocese of Venice are:

- All knowledge, in some way, reflects God’s Truth, Beauty and Goodness.
- Curriculum and instruction enable deeper incorporation of the children into the Church, the formation of community within the school; and respect for the uniqueness and dignity of each person as created in the image of God.
- Education fosters growth in Christian virtue and contributes to development and formation of the whole person in light of his/her ultimate end and the good of the society of which he/she is a member.
- Each subject is to be examined in the context of the Catholic faith and is to be illuminated by Gospel values.
- Learning and formation occur in the Catholic school without separation as does the development of each student on both the natural and supernatural levels.
- Curriculum and instruction seeks to promote a synthesis of faith, life and culture and to form students as disciples of Jesus.



Gifts of CHRIST[©] at the Diocese of Venice Catholic Schools

The *Gifts of C.H.R.I.S.T.*[©] are dispositions made up of 4 Catholic virtues (humility, prudence, fortitude, and affability) and the three transcendentals (truth, beauty, and goodness) of the Catholic faith. CHRIST in the *Gifts of C.H.R.I.S.T.*[©] stands for **C**atholic **H**abits and **R**esponses in **S**chool and on **T**eams. Through curricular and extracurricular learning experiences at a Diocese of Venice Catholic school, PK-12th grade students will learn about the 7 *Gifts of C.H.R.I.S.T.*[©] and how to consciously think, behave, and respond to challenging situations using the moral and ethical values and virtues of the Catholic faith.

GOC.T	Truth		
	GOC.T.1	I will seek to understand the truth in all situations.	
	GOC.T.2	I will be truthful in the way I act, and respond, and accept truth around me.	
GOC.B	Beauty		
	GOC.B.1	I will seek beauty in all things and in all situations.	
	GOC.B.2	I will find the beauty of God's creation and wonders around me.	
GOC.G	Goodness		
	GOC.G.1	I will exhibit goodness as God's example during my daily life.	
	GOC.G.2	I will seek goodness in learning situations and remember to see God's likeness and goodness even in my opponents.	
GOC.A	Affability		
	GOC.A.1	I can be kind and treat others the way I would want to be treated.	
	GOC.A.2	I can treat others with respect, and I can be approachable and friendly.	
GOC.H	Humility		
	GOC.H.1	I embrace the wisdom and knowledge that my mentors and teachers have to offer, and I understand that I can learn from their knowledge and experiences.	
	GOC.H.2	I am humbled with the knowledge and talents I have, and I understand that I can always learn more.	
GOC.P	Prudence		
	GOC.P.1	I embrace learning from others, and I understand the importance of sharing my knowledge and talents by teaching others as well.	
	GOC.P.2	I can be prudent in making ethical decisions by using my Catholic faith and values as a moral compass.	
COG.F	Fortitude		
	COG.F.1	I can do all things through Christ who strengthens me.	
	COG.F.2	I will seek courage in difficult situations in pursuit of what is true, beautiful, and good.	

D1: Domain: Visual Impairment		
Standard 1: <i>Compensatory or Functional Skills Including Communication Modes</i>		
	SP.PK12.VI.1.1	Apply tactile discrimination skills, such as identifying differences in characteristics of three-dimensional objects—size, shape, texture, and weight.
	SP.PK12.VI.1.2	Apply listening and auditory skills, such as discriminating sounds and associating concepts, actions, and ideas with expressive language.
	SP.PK12.VI.1.3	Maintain a personal time management and organizational system for academic studies.
	SP.PK12.VI.1.4	Perform fine motor tasks, such as handwriting/signature writing.
	SP.PK12.VI.1.5	Use tactile discrimination skills to interpret objects, symbols, and graphics.
	SP.PK12.VI.1.6	Apply braille skills, including pre-braille; use of braille writing tools; braille book skills; uncontracted, contracted, and tactile graphics; and Nemeth and music code.
	SP.PK12.VI.1.7	Apply tactile and/or visual skills for math calculation and manipulation tools, such as an abacus and three-dimensional representational objects.
Standard 2: <i>Social Supports</i>		

	SP.PK12.VI.2.1	Maintain appropriate eye contact, body space, posture, facial expression, gestures, and socially acceptable mannerisms using nonvisual and/or low-vision strategies.
	SP.PK12.VI.2.2	Apply interpersonal skills, such as engaging in appropriate social interactions and conversations; demonstrating respect, empathy, or sympathy; and managing criticism.
	SP.PK12.VI.2.3	Participate effectively in group activities, such as cooperative learning and extracurricular activities.
	SP.PK12.VI.2.4	Identify social, emotional, and physiological aspects of human sexuality appropriate for the student's developmental level.
	SP.PK12.VI.2.5	Engage in cognitive (intentional) social behavior, such as interpreting social cues, identifying opportunities for social interactions, and generalizing social skills to a variety of situations.
Standard 3: <i>Transisiton</i>		
	SP.PK12.VI.3.1	Maintain a personal time management and organizational system for academic studies.
	SP.PK12.VI.3.2	Identify a variety of jobs and careers and possible accommodations for workers who are blind or visually impaired.
	SP.PK12.VI.3.3	Describe opportunities in selected career clusters, including the outlook for employment, qualifications, and training requirements.
	SP.PK12.VI.3.4	Identify elements of planning for transition, such as establishing postsecondary goals for education/training, employment, and independent living, if needed; course of study; and identifying transition service needs.

	SP.PK12.VI.3.5	Identify the unique characteristics of training, tools, and accommodations needed for a person who is blind or visually impaired to function in a given job.
	SP.PK12.VI.3.6	Identify local, state, and federal resources available for transition support for the general population, including students with vision impairments.
	SP.PK12.VI.3.7	Demonstrate knowledge and skills students who are blind or visually impaired need to enter postsecondary education or training.
	SP.PK12.VI.3.8	Participate actively in the development of the IEP with parents and school and/or agency representatives for planning for transition to adult living based on individual interests, abilities, and values.
Standard 4: <i>Recreation and Leisure</i>		
	SP.PK12.VI.4.1	Perform fine motor tasks, such as handwriting/signature writing.
	SP.PK12.VI.4.2	Locate school and community resources for recreation and leisure that facilitate participation by individuals who are blind or visually impaired.
	SP.PK12.VI.4.3	Identify and implement adaptive strategies for recreational and leisure activities to ensure active participation.
Standard 5: <i>Foundational Orientation and Mobility Skills</i>		
	SP.PK12.VI.5.1	Identify personal body parts and analyze their location relative to self and the environment.
	SP.PK12.VI.5.2	Perform basic locomotor and nonlocomotor movements, such as those needed to mobilize and/or hold and control mobility tools.
	SP.PK12.VI.5.3	Use sighted guide techniques, trailing, and protective techniques, as appropriate for setting and the student's developmental level.

	SP.PK12.VI.5.4	Recognize and locate geometric shapes in varying formats and settings, such as recognizing an octagon and placing it within the environment (stop sign).
	SP.PK12.VI.5.5	Distinguish between permanent and transitory items in the environment.
	SP.PK12.VI.5.6	Identify common auditory environmental stimuli and locations, such as the sound of a water fountain in the hallway and traffic sounds in the roads.
	SP.PK12.VI.5.7	Identify olfactory environmental information and cues, such as scents of food (restaurant), gasoline (gas station), and animals (pet store).
Standard 6: <i>Assistive Technology</i>		
	SP.PK12.VI.6.1	Apply listening and auditory skills, such as discriminating sounds and associating concepts, actions, and ideas with expressive language.
	SP.PK12.VI.6.1	Demonstrate interactive, meaningful, and functional use of augmentative or assistive technology, as needed, to initiate and maintain communication across educational settings.
	SP.PK12.VI.6.2	Navigate and manipulate the presentation format of auditory resources as needed.
Standard 7: <i>Self-Determination</i>		
	SP.PK12.VI.7.1a	Explain own visual impairment.
	SP.PK12.VI.7.1b	Explain own visual impairment, and its functional implications, and support resources within the medical and rehabilitation fields.
	SP.PK12.VI.7.2a	Identify personal likes and dislikes.
	SP.PK12.VI.7.2b	Identify own interests, strengths, preferences, and needs.
	SP.PK12.VI.7.3a	Identify personal strengths, competencies, and challenges.
	SP.PK12.VI.7.3b	Explain how personal strengths and disability impact learning and other areas of life.

	SP.PK12.VI.7.4	Explain possible coping strategies for managing stressors.
	SP.PK12.VI.7.5	Describe goals in self-advocating using appropriate communication and assertiveness.
Standard 8: <i>Sensory Efficiency Skills</i>		
	SP.PK12.VI.8.1	Identify strategies for using residual vision with greater efficiency, such as using low-vision devices and adaptive technologies and techniques.
	SP.PK12.VI.8.2	Respond to and summarize instructional level information presented in an auditory format.
Standard 9: <i>Independent Living Skills</i>		
	SP.PK12.VI.9.1	Manage personal hygiene and grooming using nonvisual and/or low-vision strategies.
	SP.PK12.VI.9.10	Demonstrate the ability to acquire materials and services providing support for independent-living activities, such as audiobooks and playback devices and household utensils.
	SP.PK12.VI.9.11	Identify personal/household safety and manage procedures for maintaining a safe environment, such as fire safety, storm preparedness, and obtaining available agency support.
	SP.PK12.VI.9.2	Identify strategies for managing personal wellness using nonvisual and/or low-vision strategies.
	SP.PK12.VI.9.3	Demonstrate appropriate personal eating/table skills using nonvisual and/or low-vision strategies.
	SP.PK12.VI.9.4	Manipulate garments to dress self independently using nonvisual and/or low-vision strategies.
	SP.PK12.VI.9.5a	Identify steps and demonstrate ability to care for clothing using nonvisual and/or low-vision strategies.
	SP.PK12.VI.9.5b	Demonstrate the ability to maintain clothing, including cleaning and laundering using nonvisual and/or low-vision strategies.

	SP.PK12.VI.9.6	Identify steps and demonstrate the ability to store and prepare food safely using nonvisual and/or low-vision strategies.
	SP.PK12.VI.9.7a	Identify steps to purchase an item from a store using nonvisual and/or low-vision strategies.
	SP.PK12.VI.9.7b	Demonstrate steps to purchase items from different vendors and stores using nonvisual and/or low-vision strategies.
	SP.PK12.VI.9.8a	Demonstrate simple household skills including cleaning own area using nonvisual and/or low-vision strategies.
	SP.PK12.VI.9.8b	Demonstrate basic household management skills, including cleaning, simple repairs, and budgeting, using nonvisual and/or low-vision strategies.
	SP.PK12.VI.9.8c	Demonstrate household management skills, including cleaning, repairs, and financial management (insurance, utilities, etc.), using nonvisual and/or low-vision strategies.
	SP.PK12.VI.9.9	Create and maintain a schedule/calendar for personal management using nonvisual and/or low-vision strategies.
D2: Domain: Deaf and Heard of Hearing		
	Standard 1: Deaf Culture and Heritage	
	SP.PK12.DH.1.1a	Identify historical and current attitudes of the Deaf community and the impact on themselves and others.
	SP.PK12.DH.1.1b	Explain historical and current attitudes of the Deaf community and the impact on themselves and others.
	SP.PK12.DH.1.2a	Identify contributions of past and present figures of the Deaf community.
	SP.PK12.DH.1.2b	Compare and contrast contributions of past and present figures of the Deaf community.
	SP.PK12.DH.1.3a	Identify ways that individuals who are deaf and hard-of-hearing provide support for each other in their community.
	SP.PK12.DH.1.3b	Evaluate ways that individuals who are deaf or hard-of-hearing provide support for each other in their community.

	SP.PK12.DH.1.4a	Identify ways that Deaf heritage and culture play an important role in the daily activities of individuals who are deaf or hard-of-hearing.
	SP.PK12.DH.1.4b	Analyze ways that Deaf heritage and culture play an important role in the daily activities of individuals who are deaf or hard-of-hearing.
	SP.PK12.DH.1.5	Develop a list of local and national resources with a description of their purposes and contact information for individuals who are deaf and hard-of-hearing.
Standard 2: <i>Learning Supports</i>		
	SP.PK12.DH.2.1	Identify steps to complete school assignments and tasks according to directions.
	SP.PK12.DH.2.2	Maintain a time management and organizational system for academic studies.
	SP.PK12.DH.2.3a	Identify previously learned academic vocabulary, skill, or content in new skills and concepts.
	SP.PK12.DH.2.3b	Explain how previously learned academic vocabulary, skill, or content is used in new skills and concepts.
	SP.PK12.DH.2.4a	Produce written communication, including identifying parts of sentences, combining words to make sentences, and combining sentences to make paragraphs with the support of sign and/or voice.
	SP.PK12.DH.2.4b	Construct paragraphs and essays following English semantic and syntactic rules with the support of own preferred mode of communication.
	SP.PK12.DH.2.5	Request clarification of school assignments from teachers, family, and peers, when needed.
Standard 3: <i>Knowledge of Own Hearing Loss</i>		

	SP.PK12.DH.3.1a	Recognize that he/she has a hearing loss, including referring to self as deaf or hard-of-hearing; stating cause of the hearing loss; and explaining that the hearing loss is stable, progressive, or irreversible.
	SP.PK12.DH.3.1b	Describe own hearing loss, including identifying self as deaf or hard-of-hearing; stating cause of the hearing loss and age of onset; explaining that the hearing loss is stable, progressive, or irreversible; and describing accommodations, preferred learning strategies, and interpreting needs to teachers, peers, and community members.
	SP.PK12.DH.3.2	Label and describe the functions of the parts of the ear (pinna, ear canal, eardrum, bones, cochlea, hearing nerve, brain, outer, middle, inner) using pictures.
	SP.PK12.DH.3.3a	Identify the basic information on an audiogram.
	SP.PK12.DH.3.3b	Explain the meaning of information on own audiogram to parents, teachers, and peers.
	SP.PK12.DH.3.3c	Explain the role of the audiologist in supporting one's hearing (set up appointment for audiogram, interpret the information on the audiogram, and discuss amplification needs).
	SP.PK12.DH.3.4	Maintain (clean, care for, and troubleshoot) own hearing aids, cochlear implants, and/or FM equipment with assistance.
	SP.PK12.DH.3.5a	State and apply listening and learning rules, including recognizing that hearing does not mean understanding, attending to the person who is speaking and/or signing, talking only about what he/she is learning, and requesting repetition or clarification when needed.
	SP.PK12.DH.3.5b	Request repetition or clarification appropriately from peers, teachers, and community members when needed.

	SP.PK12.DH.3.6a	Identify people who can provide assistance in the school regarding a hearing loss, such as interpreters, audiologist, and the itinerant teacher.
	SP.PK12.DH.3.6b	Describe the type of assistance that can be provided in the school from an interpreter, audiologist, and the itinerant teacher.
	SP.PK12.DH.3.6c	Seek appropriate assistance from a professional regarding hearing loss needs, such as the interpreter, audiologist, itinerant teacher, and community and employment personnel.
	SP.PK12.DH.3.7a	Identify and use a variety of specialized telecommunication technology, including etiquette and procedures appropriate for his/her needs, with some assistance.
	SP.PK12.DH.3.7b	Use a variety of specialized telecommunication technology, including etiquette and procedures appropriate for his/her needs, with minimal assistance.
	SP.PK12.DH.3.7c	Use a variety of specialized telecommunication technology, including etiquette and procedures appropriate for his/her needs, independently.
<i>Standard 4: Acquisition, Comprehension, and Use of Language</i>		
	SP.PK12.DH.4.1	Consistently and appropriately use preferred communication modality, such as American Sign Language (ASL), Conceptually Accurate Signed Exact English (CASE), Signed Exact English (SEE), or Spoken Language (Aural-Oral Communication), and recognize that communication modality may change according to individual needs and preferences.
	SP.PK12.DH.4.2	Participate in direct interactions with peers and adults using an appropriate mode of communication in a variety of settings independently.
	SP.PK12.DH.4.3	Demonstrate communication through motor movements, facial expressions, vocalizations, and social interactions.

	SP.PK12.DH.4.4	Demonstrate nonverbal elements of communication, including proximity, turn taking, body shifting, facial expressions, and eye gaze.
	SP.PK12.DH.4.5	Express the meaning of complex vocabulary, concepts, and figurative language through explicit strategies, such as drawing, role play, fingerspelling, and recognizing visual markers.
	SP.PK12.DH.4.6	Apply auditory discrimination and phonological skills to enhance understanding of spoken and written language, when appropriate.
Standard 5: <i>Personal and Interpersonal Communication Skills</i>		
	SP.PK12.DH.5.1	Explain the elements of the communication process—speaker, listener, message, feedback—and identify situations when communication breakdowns occur.
	SP.PK12.DH.5.2a	Describe positive and negative ways the physical environment can affect communication and describe situations when it would be difficult.
	SP.PK12.DH.5.2b	Request adaptation of the physical environment or accommodations when communication is perceived to be difficult.
	SP.PK12.DH.5.3	Use appropriate behavior in response to situational demands and modify behavior as needed.
	SP.PK12.DH.5.4a	Communicate with others in ways appropriate for the relationship, such as friends and family.
	SP.PK12.DH.5.4b	Communicate with others in ways appropriate for the relationship, such as peers, authority figures in the school and community, and employers.
	SP.PK12.DH.5.5	Anticipate and use repair strategies to ensure communication occurs during difficult listening situations or when communication breakdowns occur.
Standard 6: <i>Self-Determination and Self-Advocacy</i>		

	SP.PK12.DH.6.10	Describe options available for postsecondary education or training, employment, and independent living that will meet personal goals and needs.
	SP.PK12.DH.6.11	Explain considerations related to obtaining reasonable accommodations in the community, workplace, and/or postsecondary education or training, including eligibility, necessary documentation, procedures for making a request, and the appeals process.
	SP.PK12.DH.6.1a	Demonstrate understanding of the role and responsibility of an interpreter, including attending to the interpreter for directions and information as long as the teacher/speaker is talking and signaling the interpreter for clarification or repetition.
	SP.PK12.DH.6.1b	Articulate interpreting needs, including describing how to work effectively with an interpreter for school and community activities, stating when services are needed/not needed, and describing the preferred mode of communication.
	SP.PK12.DH.6.1c	Articulate the need for specialized or a preferred mode of communication with peers, adults, community members, and employers.
	SP.PK12.DH.6.2a	Select and use assistive technology—low-tech, high-tech, closed captioning, alerting systems—that is personally appropriate with the assistance of an adult.
	SP.PK12.DH.6.2b	Select and use assistive technology—low-tech, high-tech, closed captioning, alerting systems—that is personally appropriate.
	SP.PK12.DH.6.3a	Locate and respond appropriately to alerting devices, such as fire or smoke alarm, doorbell, phone, and monitors in the home and school.
	SP.PK12.DH.6.3b	Locate and respond appropriately to alerting devices, such as fire or smoke alarm, doorbell, phone, and monitors in the school, community, and job site.

	SP.PK12.DH.6.4a	Summarize knowledge of own individual educational plan (IEP), including assessment data, strengths, weaknesses, annual goals, objectives, special education and related services, and accommodations.
	SP.PK12.DH.6.4b	Participate effectively in the development and presentation of own IEP, including assessment data, strengths, weaknesses, annual goals, objectives, special education and related services, accommodations, course of study, transition services, and postsecondary goals.
	SP.PK12.DH.6.5	Explain support services available in the school, home, and community, such as Florida Relay Service, interpreters, and travel assistance.
	SP.PK12.DH.6.6	Request written reinforcement of instruction, including transcripts or closed captions for film/videos, when needed.
	SP.PK12.DH.6.7	Develop an emergency contingency plan to gather information regarding man-made or natural disasters or personal emergencies.
	SP.PK12.DH.6.8	Identify agencies that provide postsecondary transition services, such as Vocational Rehabilitation, and Postsecondary Education Programs Network (PEPNet).
	SP.PK12.DH.6.9	Participate effectively in the development of own Summary of Performance, maintaining a portfolio of materials and resources to prepare for and succeed in postsecondary settings.
D3: Domain: Speech and Auditory Training		
Standard 1: <i>Suprasegmental Level</i>		
	SP.PK12.SA.1.1	Discriminate, identify, and produce suprasegmental elements of speech, including pitch, loudness, and duration.
Standard 2: <i>Phonetic Level</i>		

	SP.PK12.SA.2.1	Discriminate, identify, and produce vowel, diphthong, and consonant sounds by manner and place of articulation and voicing.
Standard 3: <i>Phonologic Level</i>		
	SP.PK12.SA.3.1	Discriminate, identify, and produce sounds correctly in words and connected speech in a meaningful way.
Standard 4: <i>Use of Listening Devices</i>		
	SP.PK12.SA.4.1	Maintain (clean, care for, and troubleshoot) personal listening device.
Standard 5: <i>Self-Advocacy</i>		
	SP.PK12.SA.5.1	Maintain (clean, care for, and troubleshoot) personal listening device.
	SP.PK12.SA.5.2	Advocate for appropriate accommodations to compensate for deafness or hearing loss.
Standard 6: <i>Detection Skills</i>		
	SP.PK12.SA.6.1	Demonstrate awareness of speech and nonspeech sounds.
Standard 7: <i>Perception/Production Loop</i>		
	SP.PK12.SA.7.1	Listen to, retrieve, and imitate speech and spoken language.
Standard 8: <i>Auditory Discrimination Skills</i>		
	SP.PK12.SA.8.1 Indicate similarities and differences	
Standard 9: <i>Auditory Identification Skills</i>		
	SP.PK12.SA.9.1	When given a set of choices, identify words, phrases, and sentences that differ by manner, voicing, and place of articulation.
Standard 10: <i>Auditory Comprehension Skills</i>		
	SP.PK12.SA.10.1	Demonstrate understanding of spoken language by responding in a meaningful way (listening to learn).
D4: <i>Domain: Therapies</i>		
Standard 1: <i>Phonology</i>		

	SP.PK12.TP.1.1	Demonstrate comprehension and use of the sound systems of language and linguistic conventions to convey meaning in spoken and written language.
Standard 2: <i>Morphology</i>		
	SP.PK12.TP.2.1	Demonstrate comprehension and use of the internal structure of words and construction of word forms in reading, writing, and spelling.
Standard 3: <i>Syntax</i>		
	SP.PK12.TP.3.1	Demonstrate comprehension and use of the system governing the order and combination of words to form sentences in spoken and written language.
Standard 4: <i>Semantics</i>		
	SP.PK12.TP.4.1	Demonstrate comprehension and use of the system that governs vocabulary acquisition and meaning of words and sentences in spoken and written language.
Standard 5: <i>Pragmatics</i>		
	SP.PK12.TP.5.1	Use language for a variety of purposes, including greeting, informing, demanding, promising, and requesting.
	SP.PK12.TP.5.1	Demonstrate comprehension and use of the system that combines language components in functional and socially appropriate communication across educational settings.
	SP.PK12.TP.5.2	Use language based on the needs of the situation or listener, such as talking differently to peers and adults, providing background information, and adjusting voice and volume according to setting demands.
	SP.PK12.TP.5.3a	Initiate and participate in conversations with adults and peers.
	SP.PK12.TP.5.3b	Follow rules for conversations, including staying on topic, taking turns, and initiating and ending conversations appropriately.
Standard 7: <i>Physical and Occupational Therapy</i>		

	SP.PK12.TP.7.1	Demonstrate the ability to achieve functional outcomes as specified in the student’s plan of treatment or care.
Standard 8: <i>Phonology and Articulation</i>		
	SP.PK12.TP.8.1	Produce individual speech sounds and/or patterns of speech sounds necessary to be understood and communicate functionally across educational settings.
Standard 9: <i>Fluency</i>		
	SP.PK12.TP.9.1	Produce speech with the natural flow, rate, and rhythm necessary to be understood and communicate functionally across educational settings.
Standard 10: <i>Voice</i>		
	SP.PK12.TP.10.1	Produce the vocal quality, pitch, loudness, resonance, and/or duration of phonation necessary to be understood and communicate functionally across educational settings.
D5: Domain: Unique Skills		
Standard 1: <i>Learning Skills and Strategies</i>		
	SP.PK12.US.1.1a	Apply fundamental skills and strategies (associating objects, pictures, and symbols with words and concepts, recognizing and decoding words, and paraphrasing and summarizing text) to recall and understand information from visual, print, and/or digital text or audio presentations for real-world application, such as completing assignments in school, listening to stories, and following instructions.
	SP.PK12.US.1.1b	Apply skills and strategies, such as decoding multisyllabic words; analyzing vocabulary, including roots and affixes; making associations; and using visual imagery and mnemonics, to recall and understand information from a variety of media sources.

	SP.PK12.US.1.1c	Apply fundamental skills and strategies (associating objects, pictures, and symbols with words and concepts, recognizing and decoding words, and paraphrasing and summarizing text) to recall and understand information from visual, print, and/or digital text or audio presentations for real-world application, such as completing assignments in school, recognizing signs and environmental print, reading schedules and maps, and using a menu.
	SP.PK12.US.1.1d	Apply skills and strategies (associating icons and symbols with words and concepts, identifying sight words and decoding phonetically regular words, and paraphrasing and summarizing text) to recall and understand information from visual, print, and/or digital text or audio presentations for real-world application, such as completing work-related tasks, reading the newspaper, and locating information about possible careers.
	SP.PK12.US.1.2a	Use fundamental skills and strategies (dramatization, mental pictures, mnemonics, and links to prior knowledge) to connect information with cues to increase recall and comprehension.
	SP.PK12.US.1.2b	Use skills and strategies to link information with other cues, such as mnemonics, visual imagery, and links to prior knowledge, to increase recall and comprehension.
	SP.PK12.US.1.2c	Apply skills and strategies (scanning, predicting, paraphrasing/ summarizing, rereading, inferencing, retelling, self-questioning, note taking, outlining, and interpreting text structure) to gain information from a variety of media sources and instructional presentations.

	SP.PK12.US.1.3a	Apply fundamental skills and strategies in written communication, such as identifying and using personal information, making basic lists and completing forms, and forming simple and complex sentences.
	SP.PK12.US.1.3b	Apply fundamental skills and strategies in written communication, such as using personal information, making lists and completing forms, forming sentences and organizing ideas into paragraphs, letters, or stories.
	SP.PK12.US.1.3c	Apply skills and strategies in written communication, including setting a purpose for writing, creating complete simple and complex sentences, and organizing information into different types of paragraphs and essays.
	SP.PK12.US.1.3d	Apply skills and strategies to produce clear and coherent oral and written communication, such as planning, creating drafts, editing and proofing, elaborating, rehearsing, revising, and publishing or presenting.
	SP.PK12.US.1.4a	Develop mathematical skills and/or computational fluency for everyday living, such as money skills, estimation skills, time and measurement skills, and comprehension of graphs, tables, schedules, and charts.
	SP.PK12.US.1.4b	Apply skills and strategies in mathematical concepts and processes and/or computational fluency, such as financial literacy skills, algebraic problem solving, estimation skills, measurement and geometry skills, and comprehension of graphs, tables, and charts.
	SP.PK12.US.1.4c	Develop mathematical skills and/or computational fluency for everyday living, such as accessing a bank account online, money-management skills, estimation skills, time and measurement skills, and interpretation of graphs, tables, schedules, and charts.

	SP.PK12.US.1.5	Use effective test-taking skills and strategies, such as previewing, allocating time, outlining response to essays and short and extended responses, and reviewing answers.
	SP.PK12.US.1.6	Select and apply effective problem-solving skills and strategies to solve personal, academic, and community-based problems.
Standard 2: <i>Task Management</i>		
	SP.PK12.US.2.1a	Use effective task completion strategies, such as following directions, staying on task, and monitoring accuracy.
	SP.PK12.US.2.1b	Use effecting task-completion strategies, such as identifying needed resources, planning steps for completion, and self-monitoring.
	SP.PK12.US.2.2a	Use effective time management, and organization skills, including using a visual schedule or calendar and locating and sorting information.
	SP.PK12.US.2.2b	Use effective time-management, planning, and organization skills and strategies, including using a visual schedule or daily planner, setting goals and priorities, and locating, organizing, and sorting information.
	SP.PK12.US.2.3	Use effective test-taking skills and strategies, such as previewing, planning a response to open-ended questions, and reviewing answers.
Standard 3: <i>Self-Determination and Self-Management</i>		
	SP.PK12.US.3.1a	Apply skills and strategies to solve personal and school problems.
	SP.PK12.US.3.1b	Apply skills and strategies to solve personal, school, community, and work problems.
	SP.PK12.US.3.2a	Use appropriate social skills and strategies to interact with peers and adults across settings, such as cooperative learning, participating in small and large groups, accepting feedback, and resolving conflicts.

	SP.PK12.US.3.2b	Use appropriate social skills and strategies to interact with peers and adults across settings, such as cooperative learning, participating in small and large groups, giving and accepting appropriate feedback, assuming a leadership role, and resolving conflicts.
	SP.PK12.US.3.3a	Participate effectively in educational planning, including but not limited to, the Individual Educational Plan (IEP).
	SP.PK12.US.3.3b	Participate effectively in academic and career planning, including, but not limited to, the IEP, course selection, course of study, post secondary goals, and the transition process.
	SP.PK12.US.3.4	Apply skills that promote self-awareness and goal setting to meet educational and personal needs to increase self-determination, including use of accommodations and assistive tools, as appropriate.
	SP.PK12.US.3.5	Use instructional and assistive technology to locate and access information, participate in computer-based instruction or testing, solve mathematical problems, create documents or images, and communicate with others.
	SP.PK12.US.3.6	Use effective time management and organization skills and strategies to complete class and work assignments.
	SP.PK12.US.3.7	Apply skills and strategies to use technology effectively to locate reliable information and services, participate in instruction and testing programs, communicate with others, and protect confidential information.
	Standard 4: <i>Listening</i>	
	SP.PK12.US.4.1	Use technology and assistive devices as needed to communicate or enhance messages in a meaningful and functional manner.

	SP.PK12.US.4.2	Use own communication system, such as alternative/augmentative communication, assistive device, or sign language, to communicate and acquire information.
	SP.PK12.US.4.3	Demonstrate understanding and recall of information presented orally for specific purposes, such as identifying the main idea, drawing conclusions, and forming opinions.
	SP.PK12.US.4.4	Demonstrate understanding of information presented orally by using listening skills, including paying attention to cues, linking to prior knowledge, and considering speaker's perspective and nonverbal messages.
Standard 5: <i>Speaking</i>		
	SP.PK12.US.5.1	Use speech that can be understood by adults and peers.
	SP.PK12.US.5.10	Use appropriate verbal and nonverbal communication when giving an individual or group presentation.
	SP.PK12.US.5.2	Communicate messages and ideas clearly and effectively in a variety of situations.
	SP.PK12.US.5.3	Answer different types of questions, such as yes/no, open ended, and "wh" questions.
	SP.PK12.US.5.4	Express ideas in complete sentences using correct parts of speech.
	SP.PK12.US.5.5	Retell and summarize a story or event.
	SP.PK12.US.5.6	Effectively use nonverbal language, such as proximity, eye contact, gestures, and posture.
	SP.PK12.US.5.7	Clarify and explain words and ideas.
	SP.PK12.US.5.8	Participate effectively in small and large group discussions.
	SP.PK12.US.5.9	Recognize and repair communication breakdowns.
Standard 7: <i>Communication Systems</i>		

	SP.PK12.US.7.1	Use technology and assistive devices as needed to communicate or enhance messages in a meaningful and functional manner.
	SP.PK12.US.7.2	Use own communication system, such as alternative/augmentative communication, assistive device, or sign language, to communicate and acquire information.
	SP.PK12.US.7.3	Identify and use basic maintenance procedures needed by own communication system.
	SP.PK12.US.7.4	Identify needs and request assistance with own communication system.
Standard 8: <i>Self-care skills</i>		
	SP.PK12.US.8.1	Carry out personal care and hygiene routines, such as keeping clean, grooming and toileting.
	SP.PK12.US.8.10	Recognize and convey personal information, including determining when to keep such information confidential.
	SP.PK12.US.8.11a	Apply skills of self-advocacy and self-determination in a variety of situations, such as communicating wants and needs.
	SP.PK12.US.8.11b	Apply skills of self-advocacy and self-determination in a variety of situations, such as communicating interests and preferences in planning for the future.
	SP.PK12.US.8.2	Manage own clothing, such as dressing and selecting clothing items.
	SP.PK12.US.8.3	Perform positive health practices, including preventative health care and fitness.
	SP.PK12.US.8.4	Communicate need for medical assistance, such as indicating an illness or injury.
	SP.PK12.US.8.5	Identify and perform approved medical procedures, as appropriate, such as using an inhaler.
	SP.PK12.US.8.6	Demonstrate skills required for eating, such as using common utensils and opening packages.

	SP.PK12.US.8.7	Select food based on available options, preference, and nutritional value.
	SP.PK12.US.8.8	Follow safety procedures and routines for preparing food.
	SP.PK12.US.8.9	Use knowledge and skills to maintain and enhance personal safety, such as handling dangerous situations and emergencies, and preventing abuse.
Standard 9: <i>Community Participation</i>		
	SP.PK12.US.9.1	Participate in individual and group recreation/leisure activities.
	SP.PK12.US.9.2a	Select and engage in volunteer activities in school or community, such as recycling, litter patrol, or collecting money for a charity.
	SP.PK12.US.9.2b	Choose and engage in volunteer activities, such as coastal cleanup, visiting elderly persons, or sorting recyclable products.
	SP.PK12.US.9.3a	Use specific knowledge and skills when completing activities involving managing money, such as shopping and purchasing.
	SP.PK12.US.9.3b	Use specific knowledge and skills when completing activities involving managing money, such as budgeting, shopping, and purchasing.
	SP.PK12.US.9.4	Apply acceptable eating and social skills when dining in a variety of establishments or settings.
	SP.PK12.US.9.5a	Identify and follow rules when using transportation in the community.
	SP.PK12.US.9.5b	Identify and follow rules when using various modes of transportation to access the community.
	SP.PK12.US.9.6	Demonstrate how to use technological tools to access services and commodities in the community.
Standard 10: <i>Task Completion</i>		
	SP.PK12.US.10.1a	Complete routines and tasks according to instructions and expectations.
	SP.PK12.US.10.1b	Complete routines and tasks according to expectations, including the speed and accuracy of performance.

	SP.PK12.US.10.2a	Sequence two or more tasks to complete activities.
	SP.PK12.US.10.2b	Sequence multiple tasks to complete activities by establishing routines, following a schedule, prioritizing tasks, and managing resources.
	SP.PK12.US.10.3	Use organizational strategies related to planning, scheduling, time management, self-monitoring, and managing materials.
Standard 11: <i>Functioning with Settings</i>		
	SP.PK12.US.11.1	Use tools and/or assistive technology to complete daily routines and tasks.
	SP.PK12.US.11.2	Follow rules and procedures across a variety of settings.
	SP.PK12.US.11.3	Use materials for their intended purposes.
	SP.PK12.US.11.4	Demonstrate the ability to adjust to new routines and changes in tasks, settings, and locations.
Standard 12: <i>Foundational Skills for Orientation and Mobility</i>		
	SP.PK12.US.12.1	Identify personal body parts and analyze location relative to self and the environment.
	SP.PK12.US.12.2	Perform basic locomotor and nonlocomotor movements, such as those needed to mobilize and/or hold and control mobility tools.
	SP.PK12.US.12.3	Use sighted guide techniques, trailing, and protective techniques as appropriate for setting and student's developmental level.
Standard 13: <i>Environmental Orientation Techniques</i>		
	SP.PK12.US.13.1	Recognize and locate geometric shapes in varying formats and settings, such as recognizing an octagon and placing it within the environment (stop sign).
	SP.PK12.US.13.2	Distinguish between permanent and transitory items in the environment.
	SP.PK12.US.13.3	Identify common auditory environmental stimuli and locations, such as the sound of a water fountain in the hallway and traffic sounds in the roads.

	SP.PK12.US.13.4	Identify olfactory environmental information and cues, such as scents of food (restaurant), gasoline (gas station), and animals (pet store).
	SP.PK12.US.13.5	Use environmental orienting techniques, such as using landmarks and tactual markers, for familiarizing areas in urban and rural settings.
Standard 14: <i>Personal Orienting Techniques</i>		
	SP.PK12.US.14.1	Use personal orienting techniques, such as squaring off, parallel alignment, and locating dropped objects.
Standard 15: <i>Independent Travel Skills</i>		
	SP.PK12.US.15.1	Perform independent travel skills using landmarks and cues.
	SP.PK12.US.15.2	Use mobility tools, such as a pre-cane, cane, low-vision device, or electronic device, to travel independently.
	SP.PK12.US.15.3	Use environment-specific skills, such as crossing streets, riding in escalators and elevators, and adapting to variations in lighting.
Standard 16: <i>Spatial Awareness and Directions</i>		
	SP.PK12.US.16.1	Use spatial awareness skills and cardinal directions to orient oneself in the environment.
Standard 17: <i>Route Travel</i>		
	SP.PK12.US.17.1	Plan and implement safe decision making when traveling in familiar and unfamiliar environments.
Standard 18: <i>Soliciting and Declining Assistance</i>		
	SP.PK12.US.18.1	Respond appropriately to offers of assistance when traveling.
	SP.PK12.US.18.2	Solicit necessary assistance when traveling.
	SP.PK12.US.18.3	Use nontraditional devices and adaptive mobility devices, such as wheelchair, walkers, or support canes, as required by the situation.

	SP.PK12.US.18.4	Plan, use, and manage private, public, and para-transit transportation for safe and efficient travel.
Standard 19: <i>Self-Regulation</i>		
	SP.PK12.US.19.1a	Identify personal emotions and feelings.
	SP.PK12.US.19.1b	Identify personal emotions and feelings and their impact on physical and mental well-being.
	SP.PK12.US.19.2a	Identify personal strengths and areas of need.
	SP.PK12.US.19.2b	Identify ways that personal strengths can compensate for areas of need.
	SP.PK12.US.19.3	Express a range of personal emotions and feelings in a socially acceptable manner.
	SP.PK12.US.19.4	Demonstrate acceptable ways to express strong personal feelings, such as excitement, joy, frustration, fear, and anger.
	SP.PK12.US.19.5a	Use a systematic approach for making decisions about personal needs, including identifying need, choosing the best option, and accepting consequences.
	SP.PK12.US.19.5b	Use a systematic approach for making decisions about personal needs, including identifying need or problem, determining possible solutions, selecting the best option, accepting consequences and responsibility, and evaluating the effectiveness of the decision.
	SP.PK12.US.19.6	Self-advocate for personal needs in a socially appropriate manner.
	SP.PK12.US.19.7a	Demonstrate self-esteem, self-confidence and pride, such as through self-affirmations and persistence.
	SP.PK12.US.19.7b	Demonstrate self-esteem, self-confidence, and pride, such as through self-affirmations, persistence, and self-monitoring.
Standard 20: <i>Interpersonal Relationships</i>		
	SP.PK12.US.20.1a	Identify a range of emotions and feelings of others.

	SP.PK12.US.20.2	Respond in a socially appropriate manner to emotions and feelings of others.
	SP.PK12.US.20.3	Identify and maintain behaviors that build positive relationships with peers and adults, including friendships, family relations, and cooperating with peers.
	SP.PK12.US.20.4	Use basic social communication skills to build positive relationships with peers and adults, such as eye contact, facial expressions, gestures, posture, proximity, touch, appearance, and listening.
	SP.PK12.US.20.5	Maintain positive relationships with peers and adults using basic social skills, such as greetings, turn-taking, sharing materials, and giving and accepting assistance.
	SP.PK12.US.20.6	Work cooperatively in small groups to achieve common outcomes.
	SP.PK12.US.20.7a	Use conflict resolution strategies to resolve differences, such as communicate and negotiate.
	SP.PK12.US.20.7b	Use conflict resolution strategies to resolve differences, such as communicate, negotiate, or mediate.
Standard 21: <i>Relationships Across Settings</i>		
	SP.PK12.US.21.1	Maintain appropriate behavior by following rules in classroom and school settings.
	SP.PK12.US.21.2a	Use behaviors and skills, such as accepting feedback and adjusting own actions, to maintain appropriate conduct in the classroom and school.
	SP.PK12.US.21.2b	Identify explicit and implicit behaviors that are based on setting demands and social norms, such as acceptable tone of voice and volume, use of turn-taking behaviors, and movement.
	SP.PK12.US.21.3	Use behaviors and social skills based on setting demands and rules when accessing and using resources in the school and community.

	SP.PK12.US.21.4	Use a systematic approach for problem solving and decision making to resolve problems in school, community, and work settings.
	SP.PK12.US.21.5	Use behaviors and skills, such as self-monitoring, accepting feedback, adjusting own actions, and self-reflection to maintain appropriate conduct in school, community, and employment settings.
<i>Standard 22: Social Skills and Strategies</i>		
	SP.PK12.US.22.1	Use appropriate social and interpersonal skills and strategies to interact with peers and adults for various purposes across settings.