2026 – 2027 Florida Course Descriptions for Grades PK-12, Exceptional Student Education

Senior High and Adult

Rule 6A-1.09414, F.A.C.

Effective November 2026

Course Descriptions

ESE - Senior High and Adult Courses

Current (2026) and Future Versions

Therapeutic Instructional Support (#7900010)

Version: 2015 - And Beyond (current)

A. **Major Concepts/Content**. The purpose of this course is to provide instructional support for students with disabilities who require counseling and mental health treatment in either individual or small group settings in order to achieve the Annual Goals and Short-Term Objectives or Benchmarks specified in the student's Individual Educational Plan (IEP).

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

B. **Special Note.** None.

Course Information

Version Requirements

C. **Course Requirements.**

After successfully completing this course, the student will:

1. Achieve the relevant Annual Goals and Short-Term Objectives or Benchmarks specified in the Individual Educational Plan.

General Information

Course Number: 7900010

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Therapy >

Abbreviated Title: THRP INSTR SPT

Course Length: Not Applicable

Course Attributes:

- Class Size Core Required

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Qualifications

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

Hospital/Homebound Instructional Services (#7900030)

Version: 2015 - And Beyond (current)

A. Major Concepts/Content. The purpose of this course is to enable the student with disabilities to acquire skills when served in a hospital or homebound setting, in order to achieve the Annual Goals and Short- Term Objectives or Benchmarks specified in each student's Individual Educational Plan (IEP).

B. Special Note. None.

C. Course Requirements. After successfully completing this course, the student will: Achieve the relevant Annual Goals and Short-Term Objectives or Benchmarks specified in the student's Individual Educational Plan

Course Information

General Information

Course Number: 7900030

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Therapy >

Abbreviated Title: H/H INSTR SERVS

Course Length: Not Applicable

Course Attributes:

- Class Size Core Required

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Qualifications

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

Access English 1 (#7910120)

Version: 2022 - And Beyond (current)

English 1 - 1001310

Access Courses:

Access courses are for students with the most significant cognitive disabilities. Access courses are designed to provide students access to grade-level general curriculum. Access points are alternate academic achievement standards included in access courses that target the salient content of Florida's standards. Access points are intentionally designed to academically challenge students with the most significant cognitive disabilities.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **ELA.612.F.2.1:** Demonstrate an understanding of spoken words, syllables, and sounds.
    a. Orally produce single-syllable and multisyllabic words by accurately blending sounds.
    b. Accurately segment single-syllable and multisyllabic words.

  Clarifications:
  Clarification 1: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge.
    a. Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser.
    b. Orally break cat into c-a-t/ orally break trouser into trou-ser.

  Related Access Points
  - **ELA.612.F.2.AP.1a:** Combine word parts (blend syllables, attach affixes to root words, fingerspell, etc.) to produce words in the student's mode of communication.
  - **ELA.612.F.2.AP.1b:** Segment single-syllable and multisyllabic words using the student's mode of communication.

- **ELA.612.F.2.2:** Know and apply phonics and word analysis skills in decoding words.
    a. Use an array of strategies to decode single-syllable and multisyllabic words.
    b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences and syllabication patterns.

  Clarifications:
  Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Since morphemes represent the smallest unit of language with meaning, morphology refers to the skill of recognizing morphemes as a unit when decoding and determining meaning.

  Related Access Points
  - **ELA.612.F.2.AP.2a:** Decode single-syllable and multisyllabic words as appropriate to the student's mode of communication.
  - **ELA.612.F.2.AP.2b:** Read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns using to the student's mode of communication.

- **ELA.612.F.2.3:** Know and apply phonics and word analysis skills in encoding words.

a. Use an array of strategies to accurately encode single-syllable and multisyllabic words.

Clarifications:
Clarification 1: Encoding refers to using the written word in order to communicate. It combines the skills of phonological awareness, phonics, and morphology to move from the oral to the written word.

a. The process of encoding sounds through letters (s, r), consonant blends (sh, sk), digraphs (ay, ew), or trigraphs (sch, thr) using conventional spelling patterns to form words.
b. The process of adding single units of sound with meaning to existing word parts to encode a given word.

Related Access Points

- **ELA.612.F.2.AP.3a:** Encode single-syllable and multisyllabic words using the student's mode of communication.

- **ELA.612.F.2.4:** Read grade-level texts, at the student's ability level, with accuracy, automaticity, and prosody or expression using the student's mode of communication.

  Clarifications:
  Clarification 1: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. The chart stops at 6th grade because it represents sufficient automaticity for proficient reading. For secondary students receiving reading interventions, teachers should use the 6th grade norms as a goal.

  Clarification 2: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.

  Clarification 3: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.

  Related Access Points

  - **ELA.612.F.2.AP.4:** Read grade-level text at the student's ability level with accuracy, automaticity, and prosody or expression as appropriate for the student's mode of communication.

- **ELA.9.C.1.2:** Write narratives using narrative techniques, varied transitions, and a clearly established point of view.

  Clarifications:
  Clarification 1: See Writing Types and Narrative Techniques.

  Related Access Points

  - **ELA.9.C.1.AP.2:** Write a narrative using narrative techniques, varied transitions and a clearly established point of view.

- **ELA.9.C.1.3:** Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task.

  Clarifications:
  Clarification 1: See Writing Types and Elaborative Techniques.

  Related Access Points

- **ELA.9.C.1.AP.3:** Argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions and a tone appropriate to the task.

- **ELA.9.C.1.4:** Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task.

  Clarifications:
  Clarification 1: See Writing Types.

  Related Access Points
  - **ELA.9.C.1.AP.4:** Write an expository text to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions and a tone appropriate to the task.

- **ELA.9.C.1.5:** Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.

  Related Access Points
  - **ELA.9.C.1.AP.5:** Improve writing when given feedback from an adult, a peer and/or an online editing tool, revising for clarity and cohesiveness.

- **ELA.9.C.2.1:** Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.

  Clarifications:
  Clarification 1: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.

  Clarification 2: For further guidance, see the Secondary Oral Communication Rubric.

  Related Access Points
  - **ELA.9.C.2.AP.1:** Present information, with a logical organization and coherent focus, with credible evidence, creating a clear perspective, using the student's mode of communication with guidance and support.

- **ELA.9.C.3.1:** Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

  Clarifications:
  Clarification 1: Skills to be implemented but not yet mastered are as follows:
  - Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.
  - Use knowledge of usage rules to create flow in writing and presenting.

  Clarification 2: See Convention Progression by Grade Level.

  Related Access Points
  - **ELA.9.C.3.AP.1:** 1 Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade-level content.

    • Identify parallel structures and various types of phrases and clauses in a variety of writings or presentations.
    • Practice usage of rules to create flow in writing and/or presenting

- **ELA.9.C.4.1:**

  Conduct research to answer a question, drawing on multiple reliable and valid sources and refining the scope of the question to align with findings.

  Clarifications:

  Clarification 1: There is no requirement that students research the additional questions generated.

  Related Access Points
  - **ELA.9.C.4.AP.1a:** Conduct research to answer a question, drawing on a reliable and valid source.
  - **ELA.9.C.4.AP.1b:** Clarify the scope of a question to align with research findings.
- **ELA.9.C.5.1:** Create digital presentations with coherent ideas and a clear perspective.

  Clarifications:
  Clarification 1: The presentation may be delivered live or delivered as a stand-alone digital experience.

  Related Access Points
  - **ELA.9.C.5.AP.1:** Integrate a detail into a digital presentation with a coherent idea and a clear perspective.
- **ELA.9.C.5.2:** Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience.

  Related Access Points
  - **ELA.9.C.5.AP.2:** Use an online platform to create and share publication-ready quality writing tailored to a specific audience.
- **ELA.9.R.1.1:**

  Explain how key elements enhance or add layers of meaning and/or style in a literary text.

  Clarifications:

  Clarification 1: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.

  Clarification 2: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)

  Clarification 3: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The

components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.

Related Access Points

- **ELA.9.R.1.AP.1:** Identify how key elements increase understanding of literary text and/or style.

- **ELA.9.R.1.2:**

  Analyze universal themes and their development throughout a literary text.

  Clarifications:

  Clarification 1: A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include, but are not limited to, an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

  Related Access Points

  - **ELA.9.R.1.AP.2:** Explain how universal themes and their development are used throughout a literary text.

- **ELA.9.R.1.3:** Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire.

  Clarifications:
  Clarification 1: See Rhetorical Devices for more information on irony.

  Related Access Points

  - **ELA.9.R.1.AP.3a:** Describe the narrator perspective in a text.
  - **ELA.9.R.1.AP.3b:** Describe how the author creates irony or satire in a text.

- **ELA.9.R.1.4:** Analyze the characters, structures, and themes of epic poetry.

  Clarifications:
  Clarification 1: For more information, see Literary Periods.

  Related Access Points

  - **ELA.9.R.1.AP.4:** Explain characters, structures and themes of epic poetry.

- **ELA.9.R.2.1:** Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts.

  Clarifications:
  Clarification 1: Students will analyze the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.

  Clarification 2: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.

  Related Access Points

  - **ELA.9.R.2.AP.1:** Explain the purpose and/or meaning across multiple text structures.

- **ELA.9.R.2.2:** Evaluate the support an author uses to develop the central idea(s) throughout a text.

  Clarifications:
  Clarification 1: In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.

  Clarification 2: See Rhetorical Appeals and Rhetorical Devices.

  Related Access Points
  - **ELA.9.R.2.AP.2:** Explain the support an author uses to develop the central idea(s) throughout a text.

- **ELA.9.R.2.3:** Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.

  Clarifications:
  Clarification 1: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.

  Clarification 2: Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.

  Clarification 3: See Secondary Figurative Language.

  Clarification 4: See Rhetorical Appeals and Rhetorical Devices.

  Related Access Points
  - **ELA.9.R.2.AP.3a:** Identify rhetorical appeals and/or figurative language.
  - **ELA.9.R.2.AP.3b:** Identify how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.

- **ELA.9.R.2.4:** Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims.

  Clarifications:
  Clarification 1: Validity refers to the soundness of the arguments.

  Related Access Points
  - **ELA.9.R.2.AP.4a:** Explain how the development of two opposing arguments on the same topic are related.
  - **ELA.9.R.2.AP.4b:** Explain the effectiveness and validity of the claims within two opposing arguments on the same topic.

- **ELA.9.R.3.1:** Explain how figurative language creates mood in text(s).

  Clarifications:
  Clarification 1: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.

  Clarification 2: See Secondary Figurative Language.

  Related Access Points
  - **ELA.9.R.3.AP.1:** Identify examples of figurative language that create mood in text(s).

- **ELA.9.R.3.2:** Paraphrase content from grade-level texts.

  Clarifications:
  Clarification 1: Most grade-level texts are appropriate for this benchmark.

  Related Access Points
  - **ELA.9.R.3.AP.2:** Summarize information from grade-level texts, at the student's ability level using the student's mode of communication.

- **ELA.9.R.3.3:** Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts.

  Clarifications:
  Clarification 1: The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.

  Related Access Points
  - **ELA.9.R.3.AP.3:** Identify the ways in which authors have adapted mythical, classical or religious texts.

- **ELA.9.R.3.4:** Explain an author's use of rhetoric in a text.

  Clarifications:
  Clarification 1: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 9.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche.

  Clarification 2: See Secondary Figurative Language and Rhetorical Devices.

  Related Access Points
  - **ELA.9.R.3.AP.4:** Identify an author's use of rhetoric in a text.

- **ELA.9.V.1.1:** Integrate academic vocabulary appropriate to grade level in speaking and writing.

  Clarifications:
  Clarification 1: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

  Clarification 2: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

  Related Access Points
  - **ELA.9.V.1.AP.1:** Use grade-level content vocabulary in communication, using the student's mode of communication.

- **ELA.9.V.1.2:** Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

  Clarifications:
  Clarification 1: Etymology refers to the study of word origins and the ways that words have changed over time.

Clarification 2: Derivation refers to making new words from an existing word by adding affixes.

Related Access Points

- **ELA.9.V.1.AP.2:** Using etymology and derivations, identify the meaning of a word from a phrase in grade-level content at the student's ability level.

- **ELA.9.V.1.3:** Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

  Clarifications:
  Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary.
  Clarification 2: See Context Clues and Word Relationships.
  Clarification 3: See 9.R.3.1 and Secondary Figurative Language.

  Related Access Points

  - **ELA.9.V.1.AP.3:** Use context clues, figurative language, word relationships, reference materials and/or background knowledge to determine the connotative and denotative meaning of a word and/or phrase, appropriate to grade-level content at the student's ability level.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.LA.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf.

General Information

Course Number: 7910120

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS ENGLISH 1

Number of Credits: Course may be taken for up to two credits

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Graduation Requirement: English

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Middle Grades English (Middle Grades 5-9)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Middle Grades English (Middle Grades 5-9)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Middle Grades English (Middle Grades 5-9)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Middle Grades English (Middle Grades 5-9)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Middle Grades English (Middle Grades 5-9)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Middle Grades English (Middle Grades 5-9)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Middle Grades English (Middle Grades 5-9)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Middle Grades English (Middle Grades 5-9)
- Middle Grades English (Middle Grades 5-9) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Middle Grades English (Middle Grades 5-9) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)

- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)

Access English 2 (#7910125)

Version: 2022 - And Beyond (current)

English 2 - 1001340

Access Courses:

Access courses are for students with the most significant cognitive disabilities. Access courses are designed to provide students access to grade-level general curriculum. Access points are alternate academic achievement standards included in access courses that target the salient content of Florida's standards. Access points are intentionally designed to academically challenge students with the most significant cognitive disabilities.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **ELA.10.C.1.2:** Write narratives using an appropriate pace to create tension, mood, and/or tone.

  Clarifications:
  Clarification 1: See Writing Types and Narrative Techniques.

  Related Access Points
  - **ELA.10.C.1.AP.2:** Write a narrative using an appropriate pace to create tension, mood and/or tone.

- **ELA.10.C.1.3:** Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone.

  Clarifications:
  Clarification 1: See Writing Types and Elaborative Techniques.

  Clarification 2: The tone should be both formal and objective, relying more on argument and rhetorical appeals rather than on propaganda techniques. Use narrative techniques to strengthen writing where appropriate.

  Related Access Points
  - **ELA.10.C.1.AP.3:** Argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone.

- **ELA.10.C.1.4:** Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.

  Clarifications:
  Clarification 1: See Writing Types.

  Related Access Points
  - **ELA.10.C.1.AP.4:** Explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.

- **ELA.10.C.1.5:** Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.

  Related Access Points
  - **ELA.10.C.1.AP.5:** Improve writing when given feedback from an adult, a peer and/or an online editing tool, revising to address the needs of a specific audience.

- **ELA.10.C.2.1:** Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.

  Clarifications:
  Clarification 1: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.

  Clarification 2: For further guidance, see the Secondary Oral Communication Rubric.

  Related Access Points
  - **ELA.10.C.2.AP.1:** Present information, with a logical organization and coherent focus, with credible evidence, creating a clear perspective, using the student's mode of communication with guidance and support.

- **ELA.10.C.3.1:** Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

  Clarifications:
  Clarification 1: Skills to be mastered at this grade level are as follows:
  - Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.

  Skills to be implemented but not yet mastered are as follows:
  - Use knowledge of usage rules to create flow in writing and presenting.

  Clarification 2: See Convention Progression by Grade Level for more information.

  Related Access Points
  - **ELA.10.C.3.AP.1:** Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade-level content.
    - Practice usage of rules to create flow in writing and/or presenting.

- **ELA.10.C.4.1:**

  Conduct research to answer a question, refining the scope of the question to align with findings and synthesizing information from multiple reliable and valid sources.

  Clarifications:

  Clarification 1: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.

  Related Access Points
  - **ELA.10.C.4.AP.1a:** Conduct research to answer a question, drawing on multiple reliable and valid sources.
  - **ELA.10.C.4.AP.1b:** Summarize information from multiple reliable and valid sources.

- **ELA.10.C.5.1:** Create digital presentations to improve understanding of findings, reasoning, and evidence.

  Clarifications:
  Clarification 1: The presentation may be delivered live or delivered as a stand-alone digital experience.

  Related Access Points
  - **ELA.10.C.5.AP.1:** Integrate a detail into digital presentation to improve understanding of findings, reasoning and evidence.

- **ELA.10.C.5.2:** Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.

  Related Access Points
  - **ELA.10.C.5.AP.2:** Use an online platform to create and share publication-ready quality writing tailored to a specific audience, integrating multimedia elements.

- **ELA.10.R.1.1:**

  Analyze how key elements enhance or add layers of meaning and/or style in a literary text.

  Clarifications:

  Clarification 1: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.

  Clarification 2: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards:
  Layer 1) the literal level, what the words actually mean
  Layer 2) mood, those feelings that are evoked in the reader
  Layer 3) tone, the author's attitude
  Layer 4) author's purpose (interpretation of author's purpose as it is often inferred).

  Clarification 3: Style is the way in which the writer uses techniques for effect. It is distinct from meaning, but can be used, to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.

  Related Access Points
  - **ELA.10.R.1.AP.1:** Explain how key elements increase understanding of literary text and/or style

- **ELA.10.R.1.2:** Analyze and compare universal themes and their development throughout a literary text.

  Clarifications:
  Clarification 1: A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

  Related Access Points

- **ELA.10.R.1.AP.2:** Compare how universal themes and their development are used throughout a literary text.

- **ELA.10.R.1.3:**

  Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.

  Related Access Points
  - **ELA.10.R.1.AP.3a:** Identify how the author represents conflicting perspectives.
  - **ELA.10.R.1.AP.3b:** Explain the coming-of-age experiences reflected in a text.

- **ELA.10.R.1.4:** Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.

  Clarifications:
  Clarification 1: For more information, see Literary Periods.

  Related Access Points
  - **ELA.10.R.1.AP.4:** Explain how authors create multiple layers of meaning and/or ambiguity in a poem.

- **ELA.10.R.2.1:** Analyze the impact of multiple text structures and the use of features in text(s).

  Clarifications:
  Clarification 1: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.

  Clarification 2: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendices.

  Related Access Points
  - **ELA.10.R.2.AP.1:** Describe the impact of multiple text structures.

- **ELA.10.R.2.2:** Analyze the central idea(s) of historical American speeches and essays.

  Related Access Points
  - **ELA.10.R.2.AP.2:** Explain the central idea(s) of historical American speeches and essays.

- **ELA.10.R.2.3:** Analyze an author’s choices in establishing and achieving purpose(s) in historical American speeches and essays.

  Clarifications:
  Clarification 1: In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.

  Clarification 2: See Rhetorical Appeals and Rhetorical Devices.

  Related Access Points
  - **ELA.10.R.2.AP.3:** Explain the author's choices in establishing and achieving purpose(s) in historical American speeches and essays.

- **ELA.10.R.2.4:** Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims and analyzing the ways in which the authors use the same information to achieve different ends.

Clarifications:
Clarification 1: Validity refers to the soundness of the arguments.

Related Access Points

- **ELA.10.R.2.AP.4a:** Compare the development of two opposing arguments on the same topic evaluating the effectiveness and validity of the claims.
- **ELA.10.R.2.AP.4b:** Compare how the authors use the same information to achieve different arguments.

- **ELA.10.R.3.1:** Analyze how figurative language creates mood in text(s).

  Clarifications:
  Clarification 1: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.

  Clarification 2: See Secondary Figurative Language.

  Related Access Points

  - **ELA.10.R.3.AP.1:** Explain how figurative language creates mood in text(s).

- **ELA.10.R.3.2:** Paraphrase content from grade-level texts.

  Clarifications:
  Clarification 1: Most grade-level texts are appropriate for this benchmark.

  Related Access Points

  - **ELA.10.R.3.AP.2:** Summarize information from grade-level texts, at the student's ability level using the student's mode of communication.

- **ELA.10.R.3.3:** Analyze how mythical, classical, or religious texts have been adapted.

  Clarifications:
  Clarification 1: The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.

  Related Access Points

  - **ELA.10.R.3.AP.3:** Describe how mythical, classical or religious texts have been adapted.

- **ELA.10.R.3.4:** Analyze an author's use of rhetoric in a text.

  Clarifications:
  Clarification 1: Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.

  Clarification 2: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 10.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton.

  Clarification 3: See Secondary Figurative Language.

  Clarification 4: See Rhetorical Appeals and Rhetorical Devices.

  Related Access Points

  - **ELA.10.R.3.AP.4:** Summarize an author's use of rhetoric in a text.

- **ELA.10.V.1.1:** Integrate academic vocabulary appropriate to grade level in speaking and writing.

  Clarifications:
  Clarification 1: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

  Clarification 2: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

  Related Access Points
  - **ELA.10.V.1.AP.1:** Use grade-level content vocabulary in communication, using the student's mode of communication.

- **ELA.10.V.1.2:** Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

  Clarifications:
  Clarification 1: Etymology refers to the study of word origins and the ways that words have changed over time.

  Clarification 2: Derivation refers to making new words from an existing word by adding affixes.

  Related Access Points
  - **ELA.10.V.1.AP.2:** Using etymology and derivations, identify the meaning of a word from a phrase in grade-level content at the student's ability level.

- **ELA.10.V.1.3:** Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

  Clarifications:
  Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary.
  Clarification 2: See Context Clues and Word Relationships.

  Clarification 3: See 10.R.3.1 and Secondary Figurative Language.

  Related Access Points
  - **ELA.10.V.1.AP.3:** Use context clues, figurative language, word relationships, reference materials and/or background knowledge to identify the connotative and denotative meaning of a word and/or phrase, appropriate to grade-level content at the student's ability level.

- **ELA.612.F.2.1:** Demonstrate an understanding of spoken words, syllables, and sounds.
  a. Orally produce single-syllable and multisyllabic words by accurately blending sounds.
  b. Accurately segment single-syllable and multisyllabic words.

  Clarifications:
  Clarification 1: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge.

a. Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser.
b. Orally break cat into c-a-t/ orally break trouser into trou-ser.

Related Access Points

- **ELA.612.F.2.AP.1a:** Combine word parts (blend syllables, attach affixes to root words, fingerspell, etc.) to produce words in the student's mode of communication.
- **ELA.612.F.2.AP.1b:** Segment single-syllable and multisyllabic words using the student's mode of communication.

- **ELA.612.F.2.2:** Know and apply phonics and word analysis skills in decoding words.
  a. Use an array of strategies to decode single-syllable and multisyllabic words.
  b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences and syllabication patterns.

Clarifications:
Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Since morphemes represent the smallest unit of language with meaning, morphology refers to the skill of recognizing morphemes as a unit when decoding and determining meaning.

Related Access Points

- **ELA.612.F.2.AP.2a:** Decode single-syllable and multisyllabic words as appropriate to the student's mode of communication.
- **ELA.612.F.2.AP.2b:** Read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns using to the student's mode of communication.

- **ELA.612.F.2.3:** Know and apply phonics and word analysis skills in encoding words.
  a. Use an array of strategies to accurately encode single-syllable and multisyllabic words.

Clarifications:
Clarification 1: Encoding refers to using the written word in order to communicate. It combines the skills of phonological awareness, phonics, and morphology to move from the oral to the written word.
  a. The process of encoding sounds through letters (s, r), consonant blends (sh, sk), digraphs (ay, ew), or trigraphs (sch, thr) using conventional spelling patterns to form words.
  b. The process of adding single units of sound with meaning to existing word parts to encode a given word.

Related Access Points

- **ELA.612.F.2.AP.3a:** Encode single-syllable and multisyllabic words using the student's mode of communication.

- **ELA.612.F.2.4:** Read grade-level texts, at the student's ability level, with accuracy, automaticity, and prosody or expression using the student's mode of communication.

Clarifications:
Clarification 1: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. The chart stops at 6th grade because it represents sufficient automaticity for proficient reading. For secondary students receiving reading interventions, teachers should use the 6th grade norms as a goal.

Clarification 2: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.

Clarification 3: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.

Related Access Points

- **ELA.612.F.2.AP.4:** Read grade-level text at the student's ability level with accuracy, automaticity, and prosody or expression as appropriate for the student's mode of communication.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.LA.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf.

General Information

Course Number: 7910125

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS ENGLISH 2

Number of Credits: Course may be taken for up to two credits

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved
Graduation Requirement: English

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)

- Elementary Education (Elementary Grades 1-6) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)

Access English 3 (#7910130)

Version: 2022 - And Beyond (current)

English 3 - 1001370

Access Courses:

Access courses are for students with the most significant cognitive disabilities. Access courses are designed to provide students access to grade-level general curriculum. Access points are alternate academic achievement standards included in access courses that target the salient content of Florida's standards. Access points are intentionally designed to academically challenge students with the most significant cognitive disabilities.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **ELA.11.C.1.2:** Write complex narratives using appropriate techniques to establish multiple perspectives.

  Clarifications:
  Clarification 1: See Writing Types and Narrative Techniques.

  Related Access Points
  - **ELA.11.C.1.AP.2:** Write a complex narrative using appropriate techniques to establish multiple perspectives.

- **ELA.11.C.1.3:** Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements.

  Clarifications:
  Clarification 1: See Writing Types and Elaborative Techniques.
  Clarification 2: Appropriate tone is expected to continue from 9th and 10th. Use narrative techniques to strengthen argument writing where appropriate.
  Clarification 3: These written works will take longer and are meant to reflect thorough research and analysis.

  Related Access Points
  - **ELA.11.C.1.AP.3:** Analyze literature to support claims, using logical reasoning, credible evidence from sources, elaboration and demonstrating an understanding of literary elements.

- **ELA.11.C.1.4:** Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.

  Clarifications:
  Clarification 1: See Writing Types.

  Related Access Points
  - **ELA.11.C.1.AP.4:** Analyze a complex text using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.

- **ELA.11.C.1.5:** Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.

Related Access Points

- **ELA.11.C.1.AP.5:** Improve writing when given feedback from an adult, a peer and/or an online editing tool, revising to improve clarity, structure and style.

- **ELA.11.C.2.1:** Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.

  Clarifications:
  Clarification 1: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it.

  Clarification 2: For further guidance, see the Secondary Oral Communication Rubric.

  Related Access Points

  - **ELA.11.C.2.AP.1:** Present information, with a logical organization, coherent focus and credible evidence, while employing effective rhetorical devices where appropriate, using the student's mode of communication with guidance and support.

- **ELA.11.C.3.1:** Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

  Clarifications:
  Clarification 1: Skills to be mastered at this grade level are as follows:

  - Use knowledge of usage rules to create flow in writing and presenting.

  Clarification 2: See Convention Progression by Grade Level for more information.

  Related Access Points

  - **ELA.11.C.3.AP.1:** Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade-level content.
    - Practice usage of rules to create flow in writing and/or presenting.

- **ELA.11.C.4.1:** Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts and synthesizing information from primary and secondary sources.

  Clarifications:
  Clarification 1: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.

  Related Access Points

  - **ELA.11.C.4.AP.1a:** Organize literary research to answer a question, refining the scope of the question to align with interpretations of texts.
  - **ELA.11.C.4.AP.1b:** Summarize information from primary and secondary sources.

- **ELA.11.C.5.1:** Create digital presentations to improve the experience of the audience.

  Clarifications:
  Clarification 1: At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience.

Related Access Points

- **ELA.11.C.5.AP.1:** Integrate details into a digital presentation to improve the experience of the audience.

- **ELA.11.C.5.2:** Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.

  Related Access Points

  - **ELA.11.C.5.AP.2:** 2 Create and share quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.

- **ELA.11.R.1.1:**

  Evaluate how key elements enhance or add layers of meaning and/or style in a literary text.

  Clarifications:

  Clarification 1: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.
  Clarification 2: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I. A. Richards:

  Layer 1) the literal level, what the words actually mean
  Layer 2) mood, those feelings that are evoked in the reader
  Layer 3) tone, the author's attitude
  Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)
  Clarification 3: Style is the way in which the writer uses techniques for effect. It is distinct from meaning, but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.

  Related Access Points

  - **ELA.11.R.1.AP.1:** Analyze how key elements increase understanding of literary text and/or style.

- **ELA.11.R.1.2:**

  Track and analyze universal themes in literary texts from different times and places.

  Clarifications:

  Clarification 1: A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include, but are not limited to, an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

  Related Access Points

  - **ELA.11.R.1.AP.2:** Compare how universal themes and their development are used throughout multiple literary texts from different times and places.

- **ELA.11.R.1.3:** Analyze the author's choices in using juxtaposition to define character perspective.

  Clarifications:
  Clarification 1: Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast.

  Clarification 2: The term perspective means "a particular attitude toward or way of regarding something."

  Related Access Points
  - **ELA.11.R.1.AP.3a:** Define a character perspective in a text.
  - **ELA.11.R.1.AP.3b:** Explain the author's choices in using juxtaposition in a text.

- **ELA.11.R.1.4:** Analyze ways in which poetry reflects themes and issues of its time period.

  Clarifications:
  Clarification 1: Poetry for this benchmark should be selected from one of the following literary periods.
  - Classical Period (1200 BCE–455 CE)
  - Medieval Period (455 CE–1485 CE)
  - Renaissance Period (130–1600)
  - Restoration and 18th Century (1660–1790) British Literature
  - Colonial and Early National Period (1600–1830) American Literature
  - Romantic Period (1790–1870)
  - Realism and Naturalism Period (1870–1930)
  - Modernist Period (1910–1945)
  - Contemporary Period (1945–present)

  Clarification 2: For more information, see Literary Periods.

  Related Access Points
  - **ELA.11.R.1.AP.4:** Explain the connection between works of major poets and their historical context.

- **ELA.11.R.2.1:** Evaluate the structure(s) and features in texts.

  Clarifications:
  Clarification 1: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.

  Clarification 2: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.

  Related Access Points
  - **ELA.11.R.2.AP.1:** Explain the use of structure(s) and features in texts.

- **ELA.11.R.2.2:** Analyze the central idea(s) of speeches and essays from the Classical Period.

  Clarifications:
  Clarification 1: See Rhetorical Appeals and Rhetorical Devices.

  Related Access Points

- **ELA.11.R.2.AP.2:** Explain the central idea(s) of speeches and essays from the Classical Period.

- **ELA.11.R.2.3:** Analyze an author’s choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.

  Related Access Points
  - **ELA.11.R.2.AP.3:** Explain the author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.

- **ELA.11.R.2.4:** Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors’ reasoning, and the ways in which the authors use the same information to achieve different ends.

  Clarifications:
  Clarification 1: Validity refers to the soundness of the arguments.

  Clarification 2: For more information on types of reasoning, see Types of Logical Reasoning.

  Related Access Points
  - **ELA.11.R.2.AP.4a:** Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, and the author's reasoning.
  - **ELA.11.R.2.AP.4b:** Compare the authors' reasoning and the ways in which the authors use the same information to achieve different arguments.

- **ELA.11.R.3.1:** Analyze the author’s use of figurative language and explain examples of allegory.

  Clarifications:
  Clarification 1: Examples of allegory should be taken from the following periods:
  - Classical Period (1200 BCE–455 CE)
  - Medieval Period (455 CE–1485 CE)
  - Renaissance Period (1300–1600)
  - Restoration and 18th Century (1660–1790) British Literature
  - Colonial and Early National Period (1600–1830) American Literature
  - Romantic Period (1790–1870)
  - Realism and Naturalism Period (1870–1930)
  - Modernist Period (1910–1945)

  Clarification 2: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.
  Clarification 3: See Secondary Figurative Language.

  Related Access Points
  - **ELA.11.R.3.AP.1a:** Identify the author's use of allegory.
  - **ELA.11.R.3.AP.1b:** Summarize the author's use of figurative language.

- **ELA.11.R.3.2:** Paraphrase content from grade-level texts.

  Clarifications:
  Clarification 1: Most grade-level texts are appropriate for this benchmark.

  Related Access Points
  - **ELA.11.R.3.AP.2:** Summarize information from grade-level texts, at the student's ability level using the student's mode of communication.

- **ELA.11.R.3.3:**

  Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning and analyzing the texts within the context of the time period.

  Clarifications:

  Clarification 1: Contemporaneous authors here refers to authors who are contemporaries of each other, writing within any of the following literary periods:

  - Classical Period (1200 BCE–455 CE)
  - Medieval Period (455 CE–1485 CE)
  - Renaissance Period (1300–1600)
  - Restoration and 18th Century (1660–1790) British Literature
  - Colonial and Early National Period (1600–1830) American Literature
  - Romantic Period (1790–1870)
  - Realism and Naturalism Period (1870–1930)
  - Modernist Period (1910–1945)

  Clarification 2: For more information on types of reasoning, see Types of Logical Reasoning.

  Related Access Points
  - **ELA.11.R.3.AP.3a:** Identify how contemporaneous authors address related topics within the context of the time period.
  - **ELA.11.R.3.AP.3b:** Analyze the author's reasoning within the context of the time period.
- **ELA.11.R.3.4:** Evaluate an author's use of rhetoric in text.

  Clarifications:
  Clarification 1: Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level.

  Clarification 2: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.

  Clarification 3: See Secondary Figurative Language.

  Clarification 4: See Rhetorical Appeals and Rhetorical Devices.

  Related Access Points
  - **ELA.11.R.3.AP.4:** Describe an author's use of rhetoric in a text.
- **ELA.11.V.1.1:** Integrate academic vocabulary appropriate to grade level in speaking and writing.

  Clarifications:
  Clarification 1: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

  Clarification 2: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to

comprehension, critical for academic discussions and writing, and usually require explicit instruction.

Related Access Points

- **ELA.11.V.1.AP.1:** Use grade-level content vocabulary in communication, using the student's mode of communication.

- **ELA.11.V.1.2:** Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

  Clarifications:
  Clarification 1: Etymology refers to the study of word origins and the ways that words have changed over time.

  Clarification 2: Derivation refers to making new words from an existing word by adding affixes.

  Related Access Points

  - **ELA.11.V.1.AP.2:** Using etymology and derivations, identify the meaning of a word from a phrase in grade-level content at the student's ability level.

- **ELA.11.V.1.3:** Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

  Clarifications:
  Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary.

  Clarification 2: See Context Clues and Word Relationships.

  Clarification 3: See 11.R.3.1 and Secondary Figurative Language.

  Related Access Points

  - **ELA.11.V.1.AP.3:** Use context clues, figurative language, word relationships, reference materials and/or background knowledge to identify the connotative and denotative meaning of a word and/or phrase, appropriate to grade-level content at the student's ability level.

- **ELA.612.F.2.1:** Demonstrate an understanding of spoken words, syllables, and sounds.
  a. Orally produce single-syllable and multisyllabic words by accurately blending sounds.
  b. Accurately segment single-syllable and multisyllabic words.

  Clarifications:
  Clarification 1: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge.
  a. Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser.
  b. Orally break cat into c-a-t/ orally break trouser into trou-ser.

  Related Access Points

  - **ELA.612.F.2.AP.1a:** Combine word parts (blend syllables, attach affixes to root words, fingerspell, etc.) to produce words in the student's mode of communication.
  - **ELA.612.F.2.AP.1b:** Segment single-syllable and multisyllabic words using the student's mode of communication.

- **ELA.612.F.2.2:** Know and apply phonics and word analysis skills in decoding words.
    a. Use an array of strategies to decode single-syllable and multisyllabic words.
    b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences and syllabication patterns.

  Clarifications:
  Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Since morphemes represent the smallest unit of language with meaning, morphology refers to the skill of recognizing morphemes as a unit when decoding and determining meaning.

  Related Access Points
    - **ELA.612.F.2.AP.2a:** Decode single-syllable and multisyllabic words as appropriate to the student's mode of communication.
    - **ELA.612.F.2.AP.2b:** Read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns using to the student's mode of communication.

- **ELA.612.F.2.3:** Know and apply phonics and word analysis skills in encoding words.
    a. Use an array of strategies to accurately encode single-syllable and multisyllabic words.

  Clarifications:
  Clarification 1: Encoding refers to using the written word in order to communicate. It combines the skills of phonological awareness, phonics, and morphology to move from the oral to the written word.
    a. The process of encoding sounds through letters (s, r), consonant blends (sh, sk), digraphs (ay, ew), or trigraphs (sch, thr) using conventional spelling patterns to form words.
    b. The process of adding single units of sound with meaning to existing word parts to encode a given word.

  Related Access Points
    - **ELA.612.F.2.AP.3a:** Encode single-syllable and multisyllabic words using the student's mode of communication.

- **ELA.612.F.2.4:** Read grade-level texts, at the student's ability level, with accuracy, automaticity, and prosody or expression using the student's mode of communication.

  Clarifications:
  Clarification 1: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. The chart stops at 6th grade because it represents sufficient automaticity for proficient reading. For secondary students receiving reading interventions, teachers should use the 6th grade norms as a goal.

  Clarification 2: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.

  Clarification 3: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.

  Related Access Points

- **ELA.612.F.2.AP.4:** Read grade-level text at the student's ability level with accuracy, automaticity, and prosody or expression as appropriate for the student's mode of communication.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade

student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.LA.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf.

General Information

Course Number: 7910130

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS ENGLISH 3

Number of Credits: Course may be taken for up to two credits

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Graduation Requirement: English

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)

Access English 4 (#7910135)

Version: 2022 - And Beyond (current)

English 4 - 1001400

Access Courses:

Access courses are for students with the most significant cognitive disabilities. Access courses are designed to provide students access to grade-level general curriculum. Access points are alternate academic achievement standards included in access courses that target the salient content of Florida's standards. Access points are intentionally designed to academically challenge students with the most significant cognitive disabilities.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **ELA.12.C.1.2:** Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes.

  Clarifications:
  Clarification 1: See Writing Types and Narrative Techniques.

  Related Access Points
  - **ELA.12.C.1.AP.2:** Write a complex narrative using appropriate techniques to establish multiple perspectives and convey universal themes.

- **ELA.12.C.1.3:** Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject.

  Clarifications:
  Clarification 1: See Writing Types and Elaborative Techniques.

  Clarification 2: These written works will take longer and are meant to reflect thorough research and analysis.

  Related Access Points
  - **ELA.12.C.1.AP.3:** Argue to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject.

- **ELA.12.C.1.4:** Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject.

  Clarifications:
  Clarification 1: See Writing Types.

  Related Access Points
  - **ELA.12.C.1.AP.4:** Write an in-depth analysis of a complex text using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject.

- **ELA.12.C.1.5:** Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to enhance purpose, clarity, structure, and style.

  Related Access Points

- **ELA.12.C.1.AP.5:** Improve writing when given feedback from an adult, a peer and/or an online editing tool, revising to enhance purpose, clarity, structure and style.

- **ELA.12.C.2.1:** Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.

  Clarifications:
  Clarification 1: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. Students will be using rhetorical devices as introduced in the 11th grade benchmark. Added to this grade level is a responsiveness to the needs of the audience and adapting to audience response. Students will read the nonverbal cues of the audience to do this. Students first learned nonverbal cues in elementary for this benchmark.

  Clarification 2: For further guidance, see the Secondary Oral Communication Rubric.

  Related Access Points
  - **ELA.12.C.2.AP.1:** Present information, with a logical organization, coherent focus and credible evidence, while employing effective rhetorical devices where appropriate, using the student's mode of communication with guidance and support.

- **ELA.12.C.3.1:** Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

  Clarifications:
  Clarification 1: See Convention Progression by Grade Level for more information.

  Related Access Points
  - **ELA.12.C.3.AP.1:** Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade-level content.
    - Practice usage of rules to create flow in writing and/or presenting.

- **ELA.12.C.4.1:** Conduct research on a topical issue to answer a question and synthesize information from a variety of sources.

  Clarifications:
  Clarification 1: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.

  Related Access Points
  - **ELA.12.C.4.AP.1:** Summarize research on a topic to answer a question from a variety of sources.

- **ELA.12.C.5.1:** Design and evaluate digital presentations for effectiveness.

  Clarifications:
  Clarification 1: The presentation may be delivered live or delivered as a stand-alone digital experience.

  Related Access Points
  - **ELA.12.C.5.AP.1:** Plan and create a digital presentation for effectiveness.

- **ELA.12.C.5.2:** Create, publish, and share multimedia texts through a variety of digital formats.

  Related Access Points

- **ELA.12.C.5.AP.2:** Create, publish and share a multimedia text through a variety of digital formats.

- **ELA.12.R.1.1:** Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text.

  Clarifications:
  Clarification 1: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.

  Clarification 2: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards:
  Layer 1) the literal level, what the words actually mean
  Layer 2) mood, those feelings that are evoked in the reader
  Layer 3) tone, the author's attitude
  Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)

  Clarification 3: Style is the way in which the writer uses techniques for effect. It is distinct from meaning, but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.

  Clarification 4: Functional significance refers to the role each element plays in creating meaning or effect for the reader.

  Related Access Points
  - **ELA.12.R.1.AP.1a:** Analyze how key elements increase understanding of literary text and/or style.
  - **ELA.12.R.1.AP.1b:** Compare and contrast how the key elements impact the functional significance in interpreting the literary text.

- **ELA.12.R.1.2:** Analyze two or more themes and evaluate their development throughout a literary text.

  Clarifications:
  Clarification 1: For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message.

  Related Access Points
  - **ELA.12.R.1.AP.2a:** Distinguish two or more themes throughout a literary text.
  - **ELA.12.R.1.AP.2b:** Show the development of two or more themes throughout a literary text.

- **ELA.12.R.1.3:** Evaluate the development of character perspective, including conflicting perspectives.

  Clarifications:
  Clarification 1: The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.

  Related Access Points
  - **ELA.12.R.1.AP.3:** Show the development of character perspective, including conflicting perspectives.

- **ELA.12.R.1.4:** Evaluate works of major poets in their historical context.

  Clarifications:
  Sample poets for this benchmark include:
  - Emily Dickinson
  - Langston Hughes
  - Robert Frost
  - Phillis Wheatley
  - Edna St. Vincent Millay
  - Countee Cullen
  - Robert Burns
  - Percy Bysshe Shelley

  Clarification 1: A poet's historical context is the period in which the writing occurred, not when it was discovered or became resurgent.

  Clarification 2: Evaluation of a poet in context may include similarity to or differences from the work of contemporaries and the literary period, critical reception at the time, and scope of work.

  Clarification 3: For more information, see Literary Periods.

  Related Access Points
  - **ELA.12.R.1.AP.4:** Analyze the connection between works of major poets and their historical context.

- **ELA.12.R.2.1:** Evaluate the structure(s) and features in texts, identifying how the author could make the text(s) more effective.

  Clarifications:
  Clarification 1: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.

  Clarification 2: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.

  Related Access Points
  - **ELA.12.R.2.AP.1:** Explain how the structure(s) and features make the text(s) more effective.

- **ELA.12.R.2.2:** Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.

  Related Access Points
  - **ELA.12.R.2.AP.2a:** Analyze how an author develops the central idea(s).
  - **ELA.12.R.2.AP.2b:** Explain how the author makes the support more effective.

- **ELA.12.R.2.3:** Evaluate an author's choices in establishing and achieving purpose(s).

  Related Access Points
  - **ELA.12.R.2.AP.3:** Analyze an author's choices in establishing and achieving purpose(s).

- **ELA.12.R.2.4:** Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors' reasoning, use of the same information, and/or the authors' rhetoric.

  Clarifications:
  Clarification 1: For more information on types of reasoning, see Types of Logical Reasoning.

  Clarification 2: See Rhetorical Appeals and Rhetorical Devices.

  Clarification 3: Validity refers to the soundness of the arguments.

  Related Access Points
  - **ELA.12.R.2.AP.4a:** Compare the development of multiple arguments in related texts, evaluating the validity of the claims.
  - **ELA.12.R.2.AP.4b:** Compare the authors' reasoning, use of the same information, and/or the authors' rhetoric of multiple arguments in related texts.

- **ELA.12.R.3.1:** Evaluate an author's use of figurative language.

  Clarifications:
  Clarification 1: Figurative language use that students will evaluate are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.

  Clarification 2: See Secondary Figurative Language.

  Related Access Points
  - **ELA.12.R.3.AP.1:** Analyze an author's use of figurative language.

- **ELA.12.R.3.2:** Paraphrase content from grade-level texts.

  Clarifications:
  Clarification 1: Most grade-level texts are appropriate for this benchmark.

  Related Access Points
  - **ELA.12.R.3.AP.2:** Summarize information from grade-level texts, at the student's ability level using the student's mode of communication.

- **ELA.12.R.3.3:** Analyze the influence of classic literature on contemporary world texts.

  Clarifications:
  Clarification 1: Classic literature for this benchmark should be drawn from and representative of the following periods:
  - Classical Period (1200 BCE–455 CE)
  - Medieval Period (455 CE–1485 CE)
  - Renaissance Period (1300–1600)
  - Restoration and 18th Century (1660–1790) British Literature
  - Colonial and Early National Period (1600–1830) American Literature
  - Romantic Period (1790–1870)
  - Realism and Naturalism Period (1870–1930)
  - Modernist Period (1910–1945)

  Clarification 2: Contemporary world texts are those written after World War II that, through quality of form and expression, convey ideas of permanent or universal interest.

  Related Access Points

- **ELA.12.R.3.AP.3:** Compare and contrast the influence of classical literature on contemporary world texts.

- **ELA.12.R.3.4:** Evaluate rhetorical choices across multiple texts.

  Clarifications:
  Clarification 1: Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos was added in 11th grade. This differs from the 11th grade benchmark in that it is comparing the effectiveness of multiple texts.

  Clarification 2: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 12.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.

  Clarification 3: See Secondary Figurative Language.

  Clarification 4: See Rhetorical Appeals and Rhetorical Devices.

  Related Access Points
  - **ELA.12.R.3.AP.4:** Analyze rhetorical choices across multiple texts.

- **ELA.12.V.1.1:** Integrate academic vocabulary appropriate to grade level in speaking and writing.

  Clarifications:
  Clarification 1: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

  Clarification 2: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

  Related Access Points
  - **ELA.12.V.1.AP.1:** Use grade-level content vocabulary in communication, using the student's mode of communication.

- **ELA.12.V.1.2:** Apply knowledge of etymology, derivations, and commonly used foreign phrases to determine meanings of words and phrases in grade-level content.

  Clarifications:
  Clarification 1: Etymology refers to the study of word origins and the ways that words have changed over time.

  Clarification 2: Derivation refers to making new words from an existing word by adding affixes.

  Clarification 3: See Foreign Words and Phrases for a list of commonly used foreign phrases.

  Related Access Points
  - **ELA.12.V.1.AP.2:** Using etymology, derivations and commonly foreign phrases, identify the meaning of a word from a phrase in grade-level content at the student's ability level.

- **ELA.12.V.1.3:** Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

  Clarifications:
  Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary.

  Clarification 2: See Context Clues and Word Relationships.

  Clarification 3: See 12.R.3.1 and Secondary Figurative Language.

  Related Access Points
  - **ELA.12.V.1.AP.3:** Use context clues, figurative language, word relationships, reference materials and/or background knowledge to identify the connotative and denotative meaning of a word and/or phrase, appropriate to grade-level content at the student's ability level.

- **ELA.612.F.2.1:** Demonstrate an understanding of spoken words, syllables, and sounds.
  a. Orally produce single-syllable and multisyllabic words by accurately blending sounds.
  b. Accurately segment single-syllable and multisyllabic words.

  Clarifications:
  Clarification 1: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge.
  a. Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser.
  b. Orally break cat into c-a-t/ orally break trouser into trou-ser.

  Related Access Points
  - **ELA.612.F.2.AP.1a:** Combine word parts (blend syllables, attach affixes to root words, fingerspell, etc.) to produce words in the student's mode of communication.
  - **ELA.612.F.2.AP.1b:** Segment single-syllable and multisyllabic words using the student's mode of communication.

- **ELA.612.F.2.2:** Know and apply phonics and word analysis skills in decoding words.
  a. Use an array of strategies to decode single-syllable and multisyllabic words.
  b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences and syllabication patterns.

  Clarifications:
  Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Since morphemes represent the smallest unit of language with meaning, morphology refers to the skill of recognizing morphemes as a unit when decoding and determining meaning.

  Related Access Points
  - **ELA.612.F.2.AP.2a:** Decode single-syllable and multisyllabic words as appropriate to the student's mode of communication.
  - **ELA.612.F.2.AP.2b:** Read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns using to the student's mode of communication.

- **ELA.612.F.2.3:** Know and apply phonics and word analysis skills in encoding words.
  a. Use an array of strategies to accurately encode single-syllable and multisyllabic words.

Clarifications:
Clarification 1: Encoding refers to using the written word in order to communicate. It combines the skills of phonological awareness, phonics, and morphology to move from the oral to the written word.

a. The process of encoding sounds through letters (s, r), consonant blends (sh, sk), digraphs (ay, ew), or trigraphs (sch, thr) using conventional spelling patterns to form words.
b. The process of adding single units of sound with meaning to existing word parts to encode a given word.

Related Access Points

- **ELA.612.F.2.AP.3a:** Encode single-syllable and multisyllabic words using the student's mode of communication.

- **ELA.612.F.2.4:** Read grade-level texts, at the student's ability level, with accuracy, automaticity, and prosody or expression using the student's mode of communication.

  Clarifications:
  Clarification 1: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. The chart stops at 6th grade because it represents sufficient automaticity for proficient reading. For secondary students receiving reading interventions, teachers should use the 6th grade norms as a goal.

  Clarification 2: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.

  Clarification 3: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.

  Related Access Points

  - **ELA.612.F.2.AP.4:** Read grade-level text at the student's ability level with accuracy, automaticity, and prosody or expression as appropriate for the student's mode of communication.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.LA.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf.

General Information

Course Number: 7910135

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS ENGLISH 4

Number of Credits: Course may be taken for up to two credits

Course Length: Multiple (M) - Course length can vary

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Status: Course Approved

Graduation Requirement: English

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- English (Grades 6-12) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- English (Grades 6-12) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Middle Grades English (Middle Grades 5-9)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Middle Grades English (Middle Grades 5-9)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)

- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- English (Grades 6-12) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- English (Grades 6-12) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Middle Grades English (Middle Grades 5-9)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Middle Grades English (Middle Grades 5-9)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)

CTE Substitution for Access English 4 (#7910998)

Version: 2015 - And Beyond (current)

State Board of Education Rule 6A-1.09963, F.A.C., provides substitutions for students with disabilities using eligible career/technical courses containing content related to the course for which it is substituting, for both core access and non-access courses.

Students who receive a course substitution earn course credit counted toward high school graduation, with the exception of the following graduation requirements: Algebra 1, Biology, Economics, Geometry, United States Government, United States History, or World History.

A course substitution does not factor into a student's grade point average (GPA).

Course Information

General Information

Course Number: 7910998

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >

Abbreviated Title: CTE SUB ACC ENG 4

Number of Credits: One (1) credit

Course Length: Not Applicable

Course Type: Course Substitution

Course Status: State Board Approved

Grade Level(s): 9,10,11,12,30,31

Graduation Requirement: English

CTE Substitution for English 4 (#7910999)

Version: 2015 - And Beyond (current)

State Board of Education Rule 6A-1.09963, F.A.C., provides substitutions for students with disabilities using eligible career/technical courses containing content related to the course for which it is substituting, for both core access and non-access courses.

Students who receive a course substitution earn course credit counted toward high school graduation, with the exception of the following graduation requirements: Algebra 1, Biology, Economics, Geometry, United States Government, United States History, or World History.

A course substitution does not factor into a student's grade point average (GPA).

Course Information

General Information

Course Number: 7910999

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >

Abbreviated Title: CTE SUB ENG 4

Number of Credits: One (1) credit

Course Length: Not Applicable

Course Type: Course Substitution

Course Status: State Board Approved

Grade Level(s): 9,10,11,12,30,31

Graduation Requirement: English

Access Geometry (#7912065)

Version: 2022 - And Beyond (current)

Geometry - 1206310

Access Courses:

Access courses are for students with the most significant cognitive disabilities. Access courses are designed to provide students access to grade-level general curriculum. Access points are alternate academic achievement standards included in access courses that target the salient content of Florida's standards. Access points are intentionally designed to academically challenge students with the most significant cognitive disabilities.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **MA.912.GR.1.1:**

  Prove relationships and theorems about lines and angles. Solve mathematical and real-world problems involving postulates, relationships and theorems of lines and angles.

  Clarifications:

  Clarification 1: Postulates, relationships and theorems include vertical angles are congruent; when a transversal crosses parallel lines, the consecutive angles are supplementary and alternate (interior and exterior) angles and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.

  Clarification 2: Instruction includes constructing two-column proofs, pictorial proofs, paragraph and narrative proofs, flow chart proofs or informal proofs.

  Clarification 3: Instruction focuses on helping a student choose a method they can use reliably.

  Related Access Points

  - **MA.912.GR.1.AP.1:** Use the relationships and theorems about lines and angles to solve mathematical or real-world problems involving postulates, relationships and theorems of lines and angles.

- **MA.912.GR.1.2:**

  Prove triangle congruence or similarity using Side-Side-Side, Side-Angle-Side, Angle-Side-Angle, Angle-Angle-Side, Angle-Angle and Hypotenuse-Leg.

  Clarifications:

  Clarification 1: Instruction includes constructing two-column proofs, pictorial proofs, paragraph and narrative proofs, flow chart proofs or informal proofs.

  Clarification 2: Instruction focuses on helping a student choose a method they can use reliably.

Related Access Points

- **MA.912.GR.1.AP.2:** Identify the triangle congruence or similarity criteria; Side-Side-Side, Side-Angle-Side, Angle-Side-Angle, Angle-Angle-Side, Angle-Angle and Hypotenuse-Leg.

- **MA.912.GR.1.3:**

  Prove relationships and theorems about triangles. Solve mathematical and real-world problems involving postulates, relationships and theorems of triangles.

  Clarifications:

  Clarification 1: Postulates, relationships and theorems include measures of interior angles of a triangle sum to 180°; measures of a set of exterior angles of a triangle sum to 360°; triangle inequality theorem; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.

  Clarification 2: Instruction includes constructing two-column proofs, pictorial proofs, paragraph and narrative proofs, flow chart proofs or informal proofs.

  Clarification 3: Instruction focuses on helping a student choose a method they can use reliably.

  Related Access Points

  - **MA.912.GR.1.AP.3:** Use the relationships and theorems about triangles. Solve mathematical and/or real-world problems involving postulates, relationships and theorems of triangles.

- **MA.912.GR.1.4:**

  Prove relationships and theorems about parallelograms. Solve mathematical and real-world problems involving postulates, relationships and theorems of parallelograms.

  Clarifications:

  Clarification 1: Postulates, relationships and theorems include opposite sides are congruent, consecutive angles are supplementary, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and rectangles are parallelograms with congruent diagonals.

  Clarification 2: Instruction includes constructing two-column proofs, pictorial proofs, paragraph and narrative proofs, flow chart proofs or informal proofs.

  Clarification 3: Instruction focuses on helping a student choose a method they can use reliably.

  Related Access Points

  - **MA.912.GR.1.AP.4:** Use the relationships and theorems about parallelograms. Solve mathematical and/or real-world problems involving postulates, relationships and theorems of parallelograms.

- **MA.912.GR.1.5:**

Prove relationships and theorems about trapezoids. Solve mathematical and real-world problems involving postulates, relationships and theorems of trapezoids.

Clarifications:

Clarification 1: Postulates, relationships and theorems include the Trapezoid Midsegment Theorem and for isosceles trapezoids: base angles are congruent, opposite angles are supplementary and diagonals are congruent.

Clarification 2: Instruction includes constructing two-column proofs, pictorial proofs, paragraph and narrative proofs, flow chart proofs or informal proofs.

Clarification 3: Instruction focuses on helping a student choose a method they can use reliably.

Related Access Points

- **MA.912.GR.1.AP.5:** Use the relationships and theorems about trapezoids. Solve mathematical and/or real-world problems involving postulates, relationships and theorems of trapezoids.

- **MA.912.GR.1.6:**

Solve mathematical and real-world problems involving congruence or similarity in two-dimensional figures.

Clarifications:

Clarification 1: Instruction includes demonstrating that two-dimensional figures are congruent or similar based on given information.

Related Access Points

- **MA.912.GR.1.AP.6:** Use the definitions of congruent or similar figures to solve mathematical and/or real-world problems involving two-dimensional figures.

- **MA.912.GR.2.1:**

Given a preimage and image, describe the transformation and represent the transformation algebraically using coordinates.

Clarifications:

Clarification 1: Instruction includes the connection of transformations to functions that take points in the plane as inputs and give other points in the plane as outputs.

Clarification 2: Transformations include translations, dilations, rotations and reflections described using words or using coordinates.

Clarification 3: Within the Geometry course, rotations are limited to 90°, 180° and 270° counterclockwise or clockwise about the center of rotation, and the centers of rotations and dilations are limited to the origin or a point on the figure.

Related Access Points

- **MA.912.GR.2.AP.1a:** Given a preimage and image, identify the transformation.
- **MA.912.GR.2.AP.1b:** Select the algebraic coordinates that represent the transformation.

- **MA.912.GR.2.2:**

  Identify transformations that do or do not preserve distance.

  Clarifications:

  Clarification 1: Transformations include translations, dilations, rotations and reflections described using words or using coordinates.

  Clarification 2: Instruction includes recognizing that these transformations preserve angle measure.

  Related Access Points
  - **MA.912.GR.2.AP.2:** Select a transformation that preserves distance.

- **MA.912.GR.2.3:** Identify a sequence of transformations that will map a given figure onto itself or onto another congruent or similar figure.

  Clarifications:
  Clarification 1: Transformations include translations, dilations, rotations and reflections described using words or using coordinates.

  Clarification 2: Within the Geometry course, figures are limited to triangles and quadrilaterals and rotations are limited to 90°, 180° and 270° counterclockwise or clockwise about the center of rotation.

  Clarification 3: Instruction includes the understanding that when a figure is mapped onto itself using a reflection, it occurs over a line of symmetry.

  Related Access Points
  - **MA.912.GR.2.AP.3:** Identify a given sequence of transformations, that includes translations or reflections, that will map a given figure onto itself or onto another congruent figure.

- **MA.912.GR.2.5:** Given a geometric figure and a sequence of transformations, draw the transformed figure on a coordinate plane.

  Clarifications:
  Clarification 1: Transformations include translations, dilations, rotations and reflections described using words or using coordinates.

  Clarification 2: Instruction includes two or more transformations.

  Related Access Points
  - **MA.912.GR.2.AP.5:** Given a geometric figure and a sequence of transformations, select the transformed figure on a coordinate plane.

- **MA.912.GR.2.6:** Apply rigid transformations to map one figure onto another to justify that the two figures are congruent.

  Clarifications:
  Clarification 1: Instruction includes showing that the corresponding sides and the corresponding angles are congruent.

  Related Access Points
  - **MA.912.GR.2.AP.6:** Use rigid transformations that includes translations or reflections to map one figure onto another to show that the two figures are congruent.

- **MA.912.GR.2.8:** Apply an appropriate transformation to map one figure onto another to justify that the two figures are similar.

  Clarifications:
  Clarification 1: Instruction includes showing that the corresponding sides are proportional, and the corresponding angles are congruent.

  Related Access Points
  - **MA.912.GR.2.AP.8:** Identify an appropriate transformation to map one figure onto another to show that the two figures are similar.

- **MA.912.GR.3.1:** Determine the weighted average of two or more points on a line.

  Clarifications:
  Clarification 1: Instruction includes using a number line and determining how changing the weights moves the weighted average of points on the number line.

  Related Access Points
  - **MA.912.GR.3.AP.1:** Select the weighted average of two or more points on a line.

- **MA.912.GR.3.2:** Given a mathematical context, use coordinate geometry to classify or justify definitions, properties and theorems involving circles, triangles or quadrilaterals.

  Clarifications:
  Clarification 1: Instruction includes using the distance or midpoint formulas and knowledge of slope to classify or justify definitions, properties and theorems.

  Related Access Points
  - **MA.912.GR.3.AP.2:** Use coordinate geometry to classify definitions, properties and theorems involving circles, triangles, or quadrilaterals.

- **MA.912.GR.3.3:** Use coordinate geometry to solve mathematical and real-world geometric problems involving lines, circles, triangles and quadrilaterals.

  Clarifications:
  Clarification 1: Problems involving lines include the coordinates of a point on a line segment including the midpoint.

  Clarification 2: Problems involving circles include determining points on a given circle and finding tangent lines.

  Clarification 3: Problems involving triangles include median and centroid.

  Clarification 4: Problems involving quadrilaterals include using parallel and perpendicular slope criteria.

  Related Access Points
  - **MA.912.GR.3.AP.3:** Use coordinate geometry to solve mathematical geometric problems involving lines, triangles and quadrilaterals.

- **MA.912.GR.3.4:** Use coordinate geometry to solve mathematical and real-world problems on the coordinate plane involving perimeter or area of polygons.

  Related Access Points
  - **MA.912.GR.3.AP.4:** Solve mathematical and/or real-world problems on the coordinate plane involving perimeter or area of a three- or four-sided polygon.

- **MA.912.GR.4.1:** Identify the shapes of two-dimensional cross-sections of three-dimensional figures.

Clarifications:
Clarification 1: Instruction includes the use of manipulatives and models to visualize cross-sections.

Clarification 2: Instruction focuses on cross-sections of right cylinders, right prisms, right pyramids and right cones that are parallel or perpendicular to the base.

Related Access Points

- **MA.912.GR.4.AP.1:** Identify the shape of a two-dimensional cross section of a three-dimensional figure.

- **MA.912.GR.4.2:** Identify three-dimensional objects generated by rotations of two-dimensional figures.

  Clarifications:
  Clarification 1: The axis of rotation must be within the same plane but outside of the given two-dimensional figure.

  Related Access Points

  - **MA.912.GR.4.AP.2:** Identify a three-dimensional object generated by the rotation of a two-dimensional figure.

- **MA.912.GR.4.3:** Extend previous understanding of scale drawings and scale factors to determine how dilations affect the area of two-dimensional figures and the surface area or volume of three-dimensional figures.

  Related Access Points

  - **MA.912.GR.4.AP.3:** Select the effect of a dilation on the area of two-dimensional figures and/or surface area or volume of three-dimensional figures.

- **MA.912.GR.4.4:** Solve mathematical and real-world problems involving the area of two-dimensional figures.

  Clarifications:
  Clarification 1: Instruction includes concepts of population density based on area.

  Related Access Points

  - **MA.912.GR.4.AP.4:** Solve mathematical and/or real-world problems involving the area of triangles, squares, circles or rectangles.

- **MA.912.GR.4.5:** Solve mathematical and real-world problems involving the volume of three-dimensional figures limited to cylinders, pyramids, prisms, cones and spheres.

  Clarifications:
  Clarification 1: Instruction includes concepts of density based on volume.

  Clarification 2: Instruction includes using Cavalieri's Principle to give informal arguments about the formulas for the volumes of right and non-right cylinders, pyramids, prisms and cones.

  Related Access Points

  - **MA.912.GR.4.AP.5:** Solve mathematical or real-world problems involving the volume of three-dimensional figures limited to cylinders, pyramids, prisms, or cones.

- **MA.912.GR.4.6:** Solve mathematical and real-world problems involving the surface area of three-dimensional figures limited to cylinders, pyramids, prisms, cones and spheres.

  Related Access Points

- **MA.912.GR.4.AP.6:** Solve mathematical or real-world problems involving the surface area of three-dimensional figures limited to cylinders, pyramids, prisms, and cones.

- **MA.912.GR.5.1:** Construct a copy of a segment or an angle.

  Clarifications:
  Clarification 1: Instruction includes using compass and straightedge, string, reflective devices, paper folding or dynamic geometric software.

  Related Access Points
  - **MA.912.GR.5.AP.1:** Construct a copy of a segment.

- **MA.912.GR.5.2:** Construct the bisector of a segment or an angle, including the perpendicular bisector of a line segment.

  Clarifications:
  Clarification 1: Instruction includes using compass and straightedge, string, reflective devices, paper folding or dynamic geometric software.

  Related Access Points
  - **MA.912.GR.5.AP.2:** Construct the bisector of a segment, including the perpendicular bisector of a line segment.

- **MA.912.GR.5.3:** Construct the inscribed and circumscribed circles of a triangle.

  Clarifications:
  Clarification 1: Instruction includes using compass and straightedge, string, reflective devices, paper folding or dynamic geometric software.

  Related Access Points
  - **MA.912.GR.5.AP.3:** Select the inscribed and circumscribed circles of a triangle.

- **MA.912.GR.6.1:** Solve mathematical and real-world problems involving the length of a secant, tangent, segment or chord in a given circle.

  Clarifications:
  Clarification 1: Problems include relationships between two chords; two secants; a secant and a tangent; and the length of the tangent from a point to a circle.

  Related Access Points
  - **MA.912.GR.6.AP.1:** Identify and describe the relationship involving the length of a secant, tangent, segment or chord in a given circle.

- **MA.912.GR.6.2:** Solve mathematical and real-world problems involving the measures of arcs and related angles.

  Clarifications:
  Clarification 1: Within the Geometry course, problems are limited to relationships between inscribed angles; central angles; and angles formed by the following intersections: a tangent and a secant through the center, two tangents, and a chord and its perpendicular bisector.

  Related Access Points
  - **MA.912.GR.6.AP.2:** Identify the relationship involving the measures of arcs and related angles, limited to central, inscribed and intersections

- **MA.912.GR.6.3:** Solve mathematical problems involving triangles and quadrilaterals inscribed in a circle.

Clarifications:
Clarification 1: Instruction includes cases in which a triangle inscribed in a circle has a side that is the diameter.

Related Access Points

- **MA.912.GR.6.AP.3:** Identify and describe the relationship involving triangles and quadrilaterals inscribed in a circle.

- **MA.912.GR.6.4:** Solve mathematical and real-world problems involving the arc length and area of a sector in a given circle.

  Clarifications:
  Clarification 1: Instruction focuses on the conceptual understanding that for a given angle measure the length of the intercepted arc is proportional to the radius, and for a given radius the length of the intercepted arc is proportional is the angle measure.

  Related Access Points

  - **MA.912.GR.6.AP.4:** Identify and describe the relationship involving the arc length and area of a sector in a given circle.

- **MA.912.GR.7.2:** Given a mathematical or real-world context, derive and create the equation of a circle using key features.

  Clarifications:
  Clarification 1: Instruction includes using the Pythagorean Theorem and completing the square.

  Clarification 2: Within the Geometry course, key features are limited to the radius, diameter and the center.

  Related Access Points

  - **MA.912.GR.7.AP.2:** Create the equation of a circle when given the center and radius.

- **MA.912.GR.7.3:** Graph and solve mathematical and real-world problems that are modeled with an equation of a circle. Determine and interpret key features in terms of the context.

  Clarifications:
  Clarification 1: Key features are limited to domain, range, eccentricity, center and radius.

  Clarification 2: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation.

  Clarification 3: Within the Geometry course, notations for domain and range are limited to inequality and set-builder.

  Related Access Points

  - **MA.912.GR.7.AP.3:** Given an equation of a circle, identify center and radius, and graph the circle.

- **MA.912.LT.4.3:** Identify and accurately interpret “if…then,” “if and only if,” “all” and “not” statements. Find the converse, inverse and contrapositive of a statement.

  Clarifications:
  Clarification 1: Instruction focuses on recognizing the relationships between an “if…then” statement and the converse, inverse and contrapositive of that statement.

  Clarification 2: Within the Geometry course, instruction focuses on the connection to proofs within the course.

Related Access Points

- **MA.912.LT.4.AP.3:** Identify and accurately interpret "if…then," "if and only if," "all" and "not" statements.

- **MA.912.LT.4.10:** Judge the validity of arguments and give counterexamples to disprove statements.

  Clarifications:
  Clarification 1: Within the Geometry course, instruction focuses on the connection to proofs within the course.

  Related Access Points

  - **MA.912.LT.4.AP.10:** Select the validity of an argument or give counterexamples to disprove statements.

- **MA.912.T.1.1:** Define trigonometric ratios for acute angles in right triangles.

  Clarifications:
  Clarification 1: Instruction includes using the Pythagorean Theorem and using similar triangles to demonstrate that trigonometric ratios stay the same for similar right triangles.

  Clarification 2: Within the Geometry course, instruction includes using the coordinate plane to make connections to the unit circle.

  Clarification 3: Within the Geometry course, trigonometric ratios are limited to sine, cosine and tangent.

  Related Access Points

  - **MA.912.T.1.AP.1:** Select a trigonometric ratio for acute angles in right triangles limited to sine or cosine.

- **MA.912.T.1.2:** Solve mathematical and real-world problems involving right triangles using trigonometric ratios and the Pythagorean Theorem.

  Clarifications:
  Clarification 1: Instruction includes procedural fluency with the relationships of side lengths in special right triangles having angle measures of 30°-60°-90° and 45°-45°-90°.

  Related Access Points

  - **MA.912.T.1.AP.2:** Given a mathematical and/or real-world problem involving right triangles, solve using trigonometric ratio or the Pythagorean Theorem.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:

  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.

- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:

  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.MA.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for

communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf.

General Information

Course Number: 7912065

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS GEOMETRY

Number of Credits: Course may be taken for up to two credits

Course Length: Multiple (M) - Course length can vary

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Status: Course Approved

Graduation Requirement: Geometry

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12)

Access Mathematics for Liberal Arts (#7912070)

Version: 2023 - And Beyond (current)

Access Courses:

Access courses are for students with the most significant cognitive disabilities. Access courses are designed to provide students access to grade-level general curriculum. Access points are alternate academic achievement standards included in access courses that target the salient content of Florida's standards. Access points are intentionally designed to academically challenge students with the most significant cognitive disabilities.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **MA.912.AR.2.5:**

  Solve and graph mathematical and real-world problems that are modeled with linear functions. Interpret key features and determine constraints in terms of the context.

  Clarifications:

  Clarification 1: Key features are limited to domain, range, intercepts and rate of change.

  Clarification 2: Instruction includes the use of standard form, slope-intercept form and point-slope form.

  Clarification 3: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation.

  Clarification 4: Within the Algebra 1 course, notations for domain, range and constraints are limited to inequality and set-builder.

  Clarification 5: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.

  Related Access Points

  - **MA.912.AR.2.AP.5:** Given a mathematical and/or real-world problem that is modeled with linear functions, solve the mathematical problem, or select the graph using key features (in terms of context) that represents this model.

- **MA.912.AR.5.3:**

  Given a mathematical or real-world context, classify an exponential function as representing growth or decay.

  Clarifications:

  Clarification 1: Within the Algebra 1 course, exponential functions are limited to the forms $f(x) = ab^x$, where *b* is a whole number greater than 1 or a unit fraction, or $f(x) = a(1 \pm r)^x$, where $0 < r < 1$.

  Related Access Points

- **MA.912.AR.5.AP.3:** Given a real-world context, identify an exponential function as representing growth or decay.

- **MA.912.AR.5.4:** Write an exponential function to represent a relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.

  Clarifications:
  Clarification 1: Within the Algebra 1 course, exponential functions are limited to the forms $f(x) = ab^x$, where *b* is a whole number greater than 1 or a unit fraction, or $f(x) = a(1 \pm r)^x$, where $0 < r < 1$.

  Clarification 2: Within the Algebra 1 course, tables are limited to having successive nonnegative integer inputs so that the function may be determined by finding ratios between successive outputs.

  Related Access Points
  - **MA.912.AR.5.AP.4:** Select an exponential function to represent two quantities from a graph or a table of values.

- **MA.912.AR.5.5:** Given an expression or equation representing an exponential function, reveal the constant percent rate of change per unit interval using the properties of exponents. Interpret the constant percent rate of change in terms of a real-world context.

  Related Access Points
  - **MA.912.AR.5.AP.5:** Given an expression or equation representing an exponential function, reveal the constant percent rate of change per unit interval using the properties of exponents.

- **MA.912.AR.5.6:**

  Given a table, equation or written description of an exponential function, graph that function and determine its key features.

  Clarifications:

  Clarification 1: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; constant percent rate of change; end behavior and asymptotes.

  Clarification 2: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation.

  Clarification 3: Within the Algebra 1 course, notations for domain and range are limited to inequality and set-builder.

  Clarification 4: Within the Algebra 1 course, exponential functions are limited to the forms $f(x) = ab^x$, where *b* is a whole number greater than 1 or a unit fraction or $f(x) = a(1 \pm r)^x$, where $0 < r < 1$.

  Related Access Points
  - **MA.912.AR.5.AP.6:** Given a table, equation or written description of an exponential function, select the graph that represents the function.

- **MA.912.DP.1.1:**

Given a set of data, select an appropriate method to represent the data, depending on whether it is numerical or categorical data and on whether it is univariate or bivariate.

Clarifications:

Clarification 1: Instruction includes discussions regarding the strengths and weaknesses of each data display.

Clarification 2: Numerical univariate includes histograms, stem-and-leaf plots, box plots and line plots; numerical bivariate includes scatter plots and line graphs; categorical univariate includes bar charts, circle graphs, line plots, frequency tables and relative frequency tables; and categorical bivariate includes segmented bar charts, joint frequency tables and joint relative frequency tables.
Clarification 3: Instruction includes the use of appropriate units and labels and, where appropriate, using technology to create data displays.

Related Access Points

- **MA.912.DP.1.AP.1a:** Given a set of data, select an appropriate table or graph to represent categorical data and whether it is univariate or bivariate.
- **MA.912.DP.1.AP.1b:** Given a set of data, select an appropriate table or graph to represent numerical data and whether it is univariate or bivariate.

- **MA.912.DP.1.2:**

Interpret data distributions represented in various ways. State whether the data is numerical or categorical, whether it is univariate or bivariate and interpret the different components and quantities in the display.

Clarifications:

Clarification 1: Within the Probability and Statistics course, instruction includes the use of spreadsheets and technology.

Related Access Points

- **MA.912.DP.1.AP.2:** Given a univariate or bivariate data distribution (numerical or categorical), identify the different components and quantities in the display.

- **MA.912.DP.2.1:** For two or more sets of numerical univariate data, calculate and compare the appropriate measures of center and measures of variability, accounting for possible effects of outliers. Interpret any notable features of the shape of the data distribution.

  Clarifications:
  Clarification 1: The measure of center is limited to mean and median. The measure of variation is limited to range, interquartile range, and standard deviation.

  Clarification 2: Shape features include symmetry or skewness and clustering.

  Clarification 3: Within the Probability and Statistics course, instruction includes the use of spreadsheets and technology.

  Related Access Points

  - **MA.912.DP.2.AP.1:** For two sets of numerical univariate data, calculate and compare the mean, median and range, then select the shape of the data from given graphs.

- **MA.912.DP.2.4:**

Fit a linear function to bivariate numerical data that suggests a linear association and interpret the slope and y-intercept of the model. Use the model to solve real-world problems in terms of the context of the data.

Clarifications:

Clarification 1: Instruction includes fitting a linear function both informally and formally with the use of technology.

Clarification 2: Problems include making a prediction or extrapolation, inside and outside the range of the data, based on the equation of the line of fit.

Related Access Points

- **MA.912.DP.2.AP.4:** Fit a linear function to bivariate numerical data that suggest a linear association and interpret the slope and y-intercept of the model.

- **MA.912.DP.2.9:** Fit an exponential function to bivariate numerical data that suggests an exponential association. Use the model to solve real-world problems in terms of the context of the data.

  Clarifications:
  Clarification 1: Instruction focuses on determining whether an exponential model is appropriate by taking the logarithm of the dependent variable using spreadsheets and other technology.

  Clarification 2: Instruction includes determining whether the transformed scatterplot has an appropriate line of best fit, and interpreting the y-intercept and slope of the line of best fit.

  Clarification 3: Problems include making a prediction or extrapolation, inside and outside the range of the data, based on the equation of the line of fit.

  Related Access Points

  - **MA.912.DP.2.AP.9:** Given a scatter plot, select an exponential function that fits the data the best.

- **MA.912.DP.4.1:** Describe events as subsets of a sample space using characteristics, or categories, of the outcomes, or as unions, intersections or complements of other events.

  Related Access Points

  - **MA.912.DP.4.AP.1:** Given a sample space, select a subset of the sample space or given two sets, select the union, intersection, or complement of two sets.
  - **MA.912.DP.4.AP.2:** Given the probability of events A and B and the product of their probabilities, select whether the events are independent or not independent.

- **MA.912.DP.4.2:** Determine if events A and B are independent by calculating the product of their probabilities.

- **MA.912.DP.4.3:** Calculate the conditional probability of two events and interpret the result in terms of its context.

  Related Access Points

  - **MA.912.DP.4.AP.3:** Given the probability of two events, P(A and B) and P(A), in decimal form, select the conditional probability of the two events {[P(A and B))/(P(A)]}.

- **MA.912.DP.4.4:** Interpret the independence of two events using conditional probability.

- **MA.912.DP.4.5:** Given a two-way table containing data from a population, interpret the joint and marginal relative frequencies as empirical probabilities and the conditional relative frequencies as empirical conditional probabilities. Use those probabilities to determine whether characteristics in the population are approximately independent.

  Clarifications:
  Clarification 1: Instruction includes the connection between mathematical probability and applied statistics.

- **MA.912.DP.4.6:** Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.

  Related Access Points
  - **MA.912.DP.4.AP.6:** Recognize the concept of independence in everyday situations.

- **MA.912.DP.4.7:** Apply the addition rule for probability, taking into consideration whether the events are mutually exclusive, and interpret the result in terms of the model and its context.

  Related Access Points
  - **MA.912.DP.4.AP.7:** Given the probability of two mutually exclusive events in decimal form, use the addition rule for mutually exclusive probabilities: P(A or B)=P(A)+P(B).
  - **MA.912.DP.4.AP.8:** Given the probability of two independent events in decimal form, use the multiplication rule for independent probabilities: P(A and B)=P(A)P(B).

- **MA.912.DP.4.8:** Apply the general multiplication rule for probability, taking into consideration whether the events are independent, and interpret the result in terms of the context.

- **MA.912.DP.4.9:** Apply the addition and multiplication rules for counting to solve mathematical and real-world problems, including problems involving probability.

- **MA.912.DP.4.10:** Given a mathematical or real-world situation, calculate the appropriate permutation or combination.

- **MA.912.F.1.6:**

  Compare key features of linear and nonlinear functions each represented algebraically, graphically, in tables or written descriptions.

  Clarifications:

  Clarification 1: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior and asymptotes.

  Clarification 2: Within the Algebra 1 course, functions other than linear, quadratic or exponential must be represented graphically.

  Clarification 3: Within the Algebra 1 course, instruction includes verifying that a quantity increasing exponentially eventually exceeds a quantity increasing linearly or quadratically.

  Related Access Points
  - **MA.912.F.1.AP.6:** Identify key features of linear, quadratic or exponential functions each represented in a different way algebraically or graphically (key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior).

- **MA.912.F.1.8:**

Determine whether a linear, quadratic or exponential function best models a given real-world situation.

Clarifications:

Clarification 1: Instruction includes recognizing that linear functions model situations in which a quantity changes by a constant amount per unit interval; that quadratic functions model situations in which a quantity increases to a maximum, then begins to decrease or a quantity decreases to a minimum, then begins to increase; and that exponential functions model situations in which a quantity grows or decays by a constant percent per unit interval.

Clarification 2: Within this benchmark, the expectation is to identify the type of function from a written description or table.

Related Access Points

- **MA.912.F.1.AP.8:** Select whether a linear or quadratic function best models a given real-world situation.

- **MA.912.FL.3.1:** Compare simple, compound and continuously compounded interest over time.

  Clarifications:
  Clarification 1: Instruction includes taking into consideration the annual percentage rate (APR) when comparing simple and compound interest.

  Related Access Points
  - **MA.912.FL.3.AP.1:** Compare simple and compound interest over time.

- **MA.912.FL.3.2:**

  Solve real-world problems involving simple, compound and continuously compounded interest.

  Clarifications:

  Clarification 1: Within the Algebra 1 course, interest is limited to simple and compound.

  Related Access Points
  - **MA.912.FL.3.AP.2:** Solve real-world problems involving simple and compound interest.

- **MA.912.FL.3.4:**

  Explain the relationship between simple interest and linear growth. Explain the relationship between compound interest and exponential growth and the relationship between continuously compounded interest and exponential growth.

  Clarifications:

  Clarification 1: Within the Algebra 1 course, exponential growth is limited to compound interest.

  Related Access Points
  - **MA.912.FL.3.AP.4:** Identify the relationship between simple interest and linear growth. Identify the relationship between compound interest and exponential growth.

- **MA.912.GR.1.6:**

Solve mathematical and real-world problems involving congruence or similarity in two-dimensional figures.

Clarifications:

Clarification 1: Instruction includes demonstrating that two-dimensional figures are congruent or similar based on given information.

Related Access Points

- **MA.912.GR.1.AP.6:** Use the definitions of congruent or similar figures to solve mathematical and/or real-world problems involving two-dimensional figures.

- **MA.912.GR.2.4:** Determine symmetries of reflection, symmetries of rotation and symmetries of translation of a geometric figure.

  Clarifications:
  Clarification 1: Instruction includes determining the order of each symmetry.

  Clarification 2: Instruction includes the connection between tessellations of the plane and symmetries of translations.

- **MA.912.GR.4.3:** Extend previous understanding of scale drawings and scale factors to determine how dilations affect the area of two-dimensional figures and the surface area or volume of three-dimensional figures.

  Related Access Points

  - **MA.912.GR.4.AP.3:** Select the effect of a dilation on the area of two-dimensional figures and/or surface area or volume of three-dimensional figures.

- **MA.912.GR.4.4:** Solve mathematical and real-world problems involving the area of two-dimensional figures.

  Clarifications:
  Clarification 1: Instruction includes concepts of population density based on area.

  Related Access Points

  - **MA.912.GR.4.AP.4:** Solve mathematical and/or real-world problems involving the area of triangles, squares, circles or rectangles.

- **MA.912.GR.4.5:** Solve mathematical and real-world problems involving the volume of three-dimensional figures limited to cylinders, pyramids, prisms, cones and spheres.

  Clarifications:
  Clarification 1: Instruction includes concepts of density based on volume.

  Clarification 2: Instruction includes using Cavalieri's Principle to give informal arguments about the formulas for the volumes of right and non-right cylinders, pyramids, prisms and cones.

  Related Access Points

  - **MA.912.GR.4.AP.5:** Solve mathematical or real-world problems involving the volume of three-dimensional figures limited to cylinders, pyramids, prisms, or cones.

- **MA.912.GR.4.6:** Solve mathematical and real-world problems involving the surface area of three-dimensional figures limited to cylinders, pyramids, prisms, cones and spheres.

  Related Access Points

- **MA.912.GR.4.AP.6:** Solve mathematical or real-world problems involving the surface area of three-dimensional figures limited to cylinders, pyramids, prisms, and cones.

- **MA.912.LT.4.1:** Translate propositional statements into logical arguments using propositional variables and logical connectives.
- **MA.912.LT.4.2:** Determine truth values of simple and compound statements using truth tables.
- **MA.912.LT.4.3:** Identify and accurately interpret “if…then,” “if and only if,” “all” and “not” statements. Find the converse, inverse and contrapositive of a statement.

  Clarifications:
  Clarification 1: Instruction focuses on recognizing the relationships between an “if…then” statement and the converse, inverse and contrapositive of that statement.

  Clarification 2: Within the Geometry course, instruction focuses on the connection to proofs within the course.

  Related Access Points
  - **MA.912.LT.4.AP.3:** Identify and accurately interpret "if…then," "if and only if," "all" and "not" statements.
- **MA.912.LT.4.4:** Represent logic operations, such as AND, OR, NOT, NOR, and XOR, using logical symbolism to solve problems.
- **MA.912.LT.4.5:** Determine whether two propositions are logically equivalent.
- **MA.912.LT.4.9:** Construct logical arguments using laws of detachment, syllogism, tautology, contradiction and Euler Diagrams.
- **MA.912.LT.4.10:** Judge the validity of arguments and give counterexamples to disprove statements.

  Clarifications:
  Clarification 1: Within the Geometry course, instruction focuses on the connection to proofs within the course.

  Related Access Points
  - **MA.912.LT.4.AP.10:** Select the validity of an argument or give counterexamples to disprove statements.
- **MA.912.LT.5.1:** Given two sets, determine whether the two sets are equivalent and whether one set is a subset of another. Given one set, determine its power set.
- **MA.912.LT.5.4:** Perform the set operations of taking the complement of a set and the union, intersection, difference and product of two sets.

  Clarifications:
  Clarification 1: Instruction includes the connection to probability and the words AND, OR and NOT.
- **MA.912.LT.5.5:** Explore relationships and patterns and make arguments about relationships between sets using Venn Diagrams.
- **MA.912.LT.5.6:** Prove set relations, including DeMorgan’s Laws and equivalence relations.
- **MA.912.T.1.2:** Solve mathematical and real-world problems involving right triangles using trigonometric ratios and the Pythagorean Theorem.

Clarifications:
Clarification 1: Instruction includes procedural fluency with the relationships of side lengths in special right triangles having angle measures of 30°-60°-90° and 45°-45°-90°.

Related Access Points

- **MA.912.T.1.AP.2:** Given a mathematical and/or real-world problem involving right triangles, solve using trigonometric ratio or the Pythagorean Theorem.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.

- Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.

- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.MA.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

Course Information

General Notes

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf.

General Information

Course Number: 7912070

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS LIB ARTS MATH

Number of Credits: Course may be taken for up to two credits

Course Length: Multiple (M) - Course length can vary

Course Type: Core Academic Course

Course Status: Draft - Course Pending Approval

Graduation Requirement: Mathematics

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
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- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)

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- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Mathematics (Grades 6-12) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
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- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Middle Grades Mathematics (Middle Grades 5-9)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Middle Grades Mathematics (Middle Grades 5-9)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Middle Grades Mathematics (Middle Grades 5-9)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Middle Grades Mathematics (Middle Grades 5-9)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)

Access Algebra 1 (#7912075)

Version: 2022 - And Beyond (current)

Algebra 1 - 1200310

Access Courses:

Access courses are for students with the most significant cognitive disabilities. Access courses are designed to provide students access to grade-level general curriculum. Access points are alternate academic achievement standards included in access courses that target the salient content of Florida's standards. Access points are intentionally designed to academically challenge students with the most significant cognitive disabilities.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **MA.912.AR.1.1:**

  Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity.

  Clarifications:

  Clarification 1: Parts of an expression include factors, terms, constants, coefficients and variables.

  Clarification 2: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.

  Related Access Points
  - **MA.912.AR.1.AP.1:** Identify a part(s) of an equation or expression and explain the meaning within the context of a problem.

- **MA.912.AR.1.2:**

  Rearrange equations or formulas to isolate a quantity of interest.

  Clarifications:

  Clarification 1: Instruction includes using formulas for temperature, perimeter, area and volume; using equations for linear (standard, slope-intercept and point-slope forms) and quadratic (standard, factored and vertex forms) functions.

  Clarification 2: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.

  Related Access Points
  - **MA.912.AR.1.AP.2:** Rearrange an equation or a formula for a specific variable.

- **MA.912.AR.1.3:**

  Add, subtract and multiply polynomial expressions with rational number coefficients.

Clarifications:

*Clarification 1: I*nstruction includes an understanding that when any of these operations are performed with polynomials the result is also a polynomial.

Clarification 2: Within the Algebra 1 course, polynomial expressions are limited to 3 or fewer terms.

Related Access Points

- **MA.912.AR.1.AP.3:** Add, subtract and multiply polynomial expressions with integer coefficients.

- **MA.912.AR.1.4:**

  Divide a polynomial expression by a monomial expression with rational number coefficients.

  Clarifications:

  Clarification 1: Within the Algebra 1 course, polynomial expressions are limited to 3 or fewer terms.

  Related Access Points

  - **MA.912.AR.1.AP.4:** Divide a polynomial expression by a monomial expression with integer coefficients.

- **MA.912.AR.1.7:**

  Rewrite a polynomial expression as a product of polynomials over the real number system.

  Clarifications:

  Clarification 1: Within the Algebra 1 course, polynomial expressions are limited to 4 or fewer terms with integer coefficients.

  Related Access Points

  - **MA.912.AR.1.AP.7:** Factor a quadratic expression.

- **MA.912.AR.2.1:**

  Given a real-world context, write and solve one-variable multi-step linear equations.

  Related Access Points

  - **MA.912.AR.2.AP.1:** Given an equation in a real-world context, solve one-variable multi-step linear equations.

- **MA.912.AR.2.2:**

  Write a linear two-variable equation to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.

  Clarifications:

  Clarification 1: Instruction includes the use of standard form, slope-intercept form and point-slope form, and the conversion between these forms.

  Related Access Points

- **MA.912.AR.2.AP.2:** Select a linear two-variable equation to represent relationships between quantities from a graph, a written description or a table of values within a mathematical or real-world context.

- **MA.912.AR.2.3:**

  Write a linear two-variable equation for a line that is parallel or perpendicular to a given line and goes through a given point.

  Clarifications:

  Clarification 1: Instruction focuses on recognizing that perpendicular lines have slopes that when multiplied result in -1 and that parallel lines have slopes that are the same.

  Clarification 2: Instruction includes representing a line with a pair of points on the coordinate plane or with an equation.

  Clarification 3: Problems include cases where one variable has a coefficient of zero.

  Related Access Points
  - **MA.912.AR.2.AP.3:** Select a linear two-variable equation in slope intercept form for a line that is parallel or perpendicular to a given line and goes through a given point.

- **MA.912.AR.2.4:**

  Given a table, equation or written description of a linear function, graph that function, and determine and interpret its key features.

  Clarifications:

  Clarification 1: Key features are limited to domain, range, intercepts and rate of change.

  Clarification 2: Instruction includes the use of standard form, slope-intercept form and point-slope form.

  Clarification 3: Instruction includes cases where one variable has a coefficient of zero.

  Clarification 4: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation.

  Clarification 5: Within the Algebra 1 course, notations for domain and range are limited to inequality and set-builder notations.

  Related Access Points
  - **MA.912.AR.2.AP.4:** Given a table, equation or written description of a linear function, select a graph of that function and determine at least two key features (can include domain, range, y-intercept or slope).

- **MA.912.AR.2.5:**

  Solve and graph mathematical and real-world problems that are modeled with linear functions. Interpret key features and determine constraints in terms of the context.

  Clarifications:

  Clarification 1: Key features are limited to domain, range, intercepts and rate of change.

Clarification 2: Instruction includes the use of standard form, slope-intercept form and point-slope form.

Clarification 3: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation.

Clarification 4: Within the Algebra 1 course, notations for domain, range and constraints are limited to inequality and set-builder.

Clarification 5: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.

Related Access Points

- **MA.912.AR.2.AP.5:** Given a mathematical and/or real-world problem that is modeled with linear functions, solve the mathematical problem, or select the graph using key features (in terms of context) that represents this model.

- **MA.912.AR.2.6:**

  Given a mathematical or real-world context, write and solve one-variable linear inequalities, including compound inequalities. Represent solutions algebraically or graphically.

  Related Access Points

  - **MA.912.AR.2.AP.6:** Given a mathematical and/or real-world context, select a one-variable linear inequality that represents the solution algebraically or graphically.

- **MA.912.AR.2.7:**

  Write two-variable linear inequalities to represent relationships between quantities from a graph or a written description within a mathematical or real-world context.

  Clarifications:

  Clarification 1: Instruction includes the use of standard form, slope-intercept form and point-slope form and any inequality symbol can be represented.

  Clarification 2: Instruction includes cases where one variable has a coefficient of zero.

  Related Access Points

  - **MA.912.AR.2.AP.7:** Select a two-variable linear inequality to represent relationships between quantities from a graph.

- **MA.912.AR.2.8:**

  Given a mathematical or real-world context, graph the solution set to a two-variable linear inequality.

  Clarifications:

  Clarification 1: Instruction includes the use of standard form, slope-intercept form and point-slope form and any inequality symbol can be represented.

  Clarification 2: Instruction includes cases where one variable has a coefficient of zero.

  Related Access Points

- **MA.912.AR.2.AP.8:** Given a two-variable linear inequality, select a graph that represents the solution.

- **MA.912.AR.3.1:**

  Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real number system.

  Clarifications:

  Clarification 1: Within the Algebra 1 course, instruction includes the concept of non-real answers, without determining non-real solutions.

  Clarification 2: Within this benchmark, the expectation is to solve by factoring techniques, taking square roots, the quadratic formula and completing the square.

  Related Access Points
  - **MA.912.AR.3.AP.1:** Given a one-variable quadratic equation from a mathematical or real-world context, select the solution to the equation over the real number system.

- **MA.912.AR.3.4:**

  Write a quadratic function to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.

  Clarifications:

  Clarification 1: Within the Algebra 1 course, a graph, written description or table of values must include the vertex and two points that are equidistant from the vertex.

  Clarification 2: Instruction includes the use of standard form, factored form and vertex form.

  Clarification 3: Within the Algebra 2 course, one of the given points must be the vertex or an *x*-intercept.

  Related Access Points
  - **MA.912.AR.3.AP.4:** Select a quadratic function to represent the relationship between two quantities from a graph.

- **MA.912.AR.3.5:**

  Given the x-intercepts and another point on the graph of a quadratic function, write the equation for the function.

  Related Access Points
  - **MA.912.AR.3.AP.5:**

    Given the x-intercepts and another point on the graph of a quadratic function, select the equation for the function.

- **MA.912.AR.3.6:**

  Given an expression or equation representing a quadratic function, determine the vertex and zeros and interpret them in terms of a real-world context.

  Related Access Points

- **MA.912.AR.3.AP.6:** Given an expression or equation representing a quadratic function in vertex form, determine the vertex and zeros.

- **MA.912.AR.3.7:**

  Given a table, equation or written description of a quadratic function, graph that function, and determine and interpret its key features.

  Clarifications:

  Clarification 1: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; vertex; and symmetry.

  Clarification 2: Instruction includes the use of standard form, factored form and vertex form, and sketching a graph using the zeros and vertex.

  Clarification 3: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation.

  Clarification 4: Within the Algebra 1 course, notations for domain and range are limited to inequality and set-builder.

  Related Access Points
  - **MA.912.AR.3.AP.7:** Given a table, equation or written description of a quadratic function, select the graph that represents the function.

- **MA.912.AR.3.8:**

  Solve and graph mathematical and real-world problems that are modeled with quadratic functions. Interpret key features and determine constraints in terms of the context.

  Clarifications:

  Clarification 1: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; vertex; and symmetry.

  Clarification 2: Instruction includes the use of standard form, factored form and vertex form.

  Clarification 3: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation.

  Clarification 4: Within the Algebra 1 course, notations for domain, range and constraints are limited to inequality and set-builder.

  Related Access Points
  - **MA.912.AR.3.AP.8:** Given a mathematical and/or real-world problem that is modeled with quadratic functions, solve the mathematical problem, or select the graph using key features (in terms of context) that represents this model.

- **MA.912.AR.4.1:**

  Given a mathematical or real-world context, write and solve one-variable absolute value equations.

  Related Access Points
  - **MA.912.AR.4.AP.1:** Solve a one variable absolute value equation.

- **MA.912.AR.4.3:**

  Given a table, equation or written description of an absolute value function, graph that function and determine its key features.

  Clarifications:

  Clarification 1: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; vertex; end behavior and symmetry.

  Clarification 2: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation.

  Clarification 3: Within the Algebra 1 course, notations for domain and range are limited to inequality and set-builder.

  Related Access Points
  - **MA.912.AR.4.AP.3:** Given a table, equation or written description of an absolute value function, select the graph that represents the function.

- **MA.912.AR.5.3:**

  Given a mathematical or real-world context, classify an exponential function as representing growth or decay.

  Clarifications:

  Clarification 1: Within the Algebra 1 course, exponential functions are limited to the forms $f(x) = ab^x$, where *b* is a whole number greater than 1 or a unit fraction, or $f(x) = a(1 \pm r)^x$, where $0 < r < 1$.

  Related Access Points
  - **MA.912.AR.5.AP.3:** Given a real-world context, identify an exponential function as representing growth or decay.

- **MA.912.AR.5.4:** Write an exponential function to represent a relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.

  Clarifications:
  Clarification 1: Within the Algebra 1 course, exponential functions are limited to the forms $f(x) = ab^x$, where *b* is a whole number greater than 1 or a unit fraction, or $f(x) = a(1 \pm r)^x$, where $0 < r < 1$.

  Clarification 2: Within the Algebra 1 course, tables are limited to having successive nonnegative integer inputs so that the function may be determined by finding ratios between successive outputs.

  Related Access Points
  - **MA.912.AR.5.AP.4:** Select an exponential function to represent two quantities from a graph or a table of values.

- **MA.912.AR.5.6:**

Given a table, equation or written description of an exponential function, graph that function and determine its key features.

Clarifications:

Clarification 1: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; constant percent rate of change; end behavior and asymptotes.

Clarification 2: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation.

Clarification 3: Within the Algebra 1 course, notations for domain and range are limited to inequality and set-builder.

Clarification 4: Within the Algebra 1 course, exponential functions are limited to the forms $f(x) = ab^x$, where b is a whole number greater than 1 or a unit fraction or $f(x) = a(1 \pm r)^x$, where $0 < r < 1$.

Related Access Points

- **MA.912.AR.5.AP.6:** Given a table, equation or written description of an exponential function, select the graph that represents the function.

- **MA.912.AR.9.1:**

Given a mathematical or real-world context, write and solve a system of two-variable linear equations algebraically or graphically.

Clarifications:

Clarification 1: Within this benchmark, the expectation is to solve systems using elimination, substitution and graphing.

Clarification 2: Within the Algebra 1 course, the system is limited to two equations.

Related Access Points

- **MA.912.AR.9.AP.1:** Given an algebraic or graphical system of two-variable linear equations, select the solution to the system of equations.

- **MA.912.AR.9.4:**

Graph the solution set of a system of two-variable linear inequalities.

Clarifications:

Clarification 1: Instruction includes cases where one variable has a coefficient of zero.

Clarification 2: Within the Algebra 1 course, the system is limited to two inequalities.

Related Access Points

- **MA.912.AR.9.AP.4:** Select the graph of the solution set of a system of two-variable linear inequalities.

- **MA.912.AR.9.6:**

Given a real-world context, represent constraints as systems of linear equations or inequalities. Interpret solutions to problems as viable or non-viable options.

Clarifications:

Clarification 1: Instruction focuses on analyzing a given function that models a real-world situation and writing constraints that are represented as linear equations or linear inequalities.

Related Access Points

- **MA.912.AR.9.AP.6:** Given a real-world context, as systems of linear equations or inequalities with identified constraints, select a solution as a viable or non-viable option.

- **MA.912.DP.1.1:**

Given a set of data, select an appropriate method to represent the data, depending on whether it is numerical or categorical data and on whether it is univariate or bivariate.

Clarifications:

Clarification 1: Instruction includes discussions regarding the strengths and weaknesses of each data display.

Clarification 2: Numerical univariate includes histograms, stem-and-leaf plots, box plots and line plots; numerical bivariate includes scatter plots and line graphs; categorical univariate includes bar charts, circle graphs, line plots, frequency tables and relative frequency tables; and categorical bivariate includes segmented bar charts, joint frequency tables and joint relative frequency tables.
Clarification 3: Instruction includes the use of appropriate units and labels and, where appropriate, using technology to create data displays.

Related Access Points

- **MA.912.DP.1.AP.1a:** Given a set of data, select an appropriate table or graph to represent categorical data and whether it is univariate or bivariate.
- **MA.912.DP.1.AP.1b:** Given a set of data, select an appropriate table or graph to represent numerical data and whether it is univariate or bivariate.

- **MA.912.DP.1.2:**

Interpret data distributions represented in various ways. State whether the data is numerical or categorical, whether it is univariate or bivariate and interpret the different components and quantities in the display.

Clarifications:

Clarification 1: Within the Probability and Statistics course, instruction includes the use of spreadsheets and technology.

Related Access Points

- **MA.912.DP.1.AP.2:** Given a univariate or bivariate data distribution (numerical or categorical), identify the different components and quantities in the display.

- **MA.912.DP.1.3:**

Explain the difference between correlation and causation in the contexts of both numerical and categorical data.

Related Access Points

- **MA.912.DP.1.AP.3:** Identify whether the data are explained by correlation or causation in the contexts of both numerical and categorical data.

- **MA.912.DP.1.4:**

  Estimate a population total, mean or percentage using data from a sample survey; develop a margin of error through the use of simulation.

  Clarifications:

  Clarification 1: Within the Algebra 1 course, the margin of error will be given.

  Related Access Points

  - **MA.912.DP.1.AP.4:** Given the mean or percentage and the margin of error from a sample survey, identify a population total.

- **MA.912.DP.2.4:**

  Fit a linear function to bivariate numerical data that suggests a linear association and interpret the slope and y-intercept of the model. Use the model to solve real-world problems in terms of the context of the data.

  Clarifications:

  Clarification 1: Instruction includes fitting a linear function both informally and formally with the use of technology.

  Clarification 2: Problems include making a prediction or extrapolation, inside and outside the range of the data, based on the equation of the line of fit.

  Related Access Points

  - **MA.912.DP.2.AP.4:** Fit a linear function to bivariate numerical data that suggest a linear association and interpret the slope and y-intercept of the model.

- **MA.912.DP.2.6:**

  Given a scatter plot with a line of fit and residuals, determine the strength and direction of the correlation. Interpret strength and direction within a real-world context.

  Clarifications:

  Clarification 1: Instruction focuses on determining the direction by analyzing the slope and informally determining the strength by analyzing the residuals.

  Related Access Points

  - **MA.912.DP.2.AP.6:** Given a scatter plot with a line of fit and residuals, determine the strength and direction of the correlation. Interpret strength and direction within a real-world context.

- **MA.912.DP.3.1:**

Construct a two-way frequency table summarizing bivariate categorical data. Interpret joint and marginal frequencies and determine possible associations in terms of a real-world context.

Related Access Points

- **MA.912.DP.3.AP.1:** When given a two-way frequency table summarizing bivariate categorical data, identify joint and marginal frequencies.

- **MA.912.F.1.1:**

Given an equation or graph that defines a function, determine the function type. Given an input-output table, determine a function type that could represent it.

Clarifications:

Clarification 1: Within the Algebra 1 course, functions represented as tables are limited to linear, quadratic and exponential.

Clarification 2: Within the Algebra 1 course, functions represented as equations or graphs are limited to vertical or horizontal translations or reflections over the x-axis of the following parent functions:

$f(x)=x, f(x)=x^2, f(x)=x^3, f(x)=\sqrt{x}, f(x)=\sqrt[3]{x}, f(x)=|x|, f(x)=2^x$ and $f(x)=\left(\frac{1}{2}\right)^x$.

Related Access Points

- **MA.912.F.1.AP.1a:** Given an equation or graph that defines a function, identify the function type as either linear, quadratic, or exponential.
- **MA.912.F.1.AP.1b:** Given an input-output table with an accompanying graph, determine a function type, either linear, quadratic, or exponential that could represent it.

- **MA.912.F.1.2:**

Given a function represented in function notation, evaluate the function for an input in its domain. For a real-world context, interpret the output.

Clarifications:

Clarification 1: Problems include simple functions in two-variables, such as f(x,y)=3x-2y.

Clarification 2: Within the Algebra 1 course, functions are limited to one-variable such as f(x)=3x.

Related Access Points

- **MA.912.F.1.AP.2:** Given a function represented in function notation, evaluate the function for an input in its domain.

- **MA.912.F.1.3:**

Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval.

Clarifications:

Clarification 1: Instruction includes making the connection to determining the slope of a particular line segment.

Related Access Points

- **MA.912.F.1.AP.3:** Given a real-world situation represented graphically or algebraically, identify the rate of change as positive, negative, zero or undefined.

- **MA.912.F.1.5:**

  Compare key features of linear functions each represented algebraically, graphically, in tables or written descriptions.

  Clarifications:

  Clarification 1: Key features are limited to domain; range; intercepts; slope and end behavior.

  Related Access Points

  - **MA.912.F.1.AP.5:** Identify key features of linear and quadratic functions each represented in the same way algebraically or graphically (key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior).

- **MA.912.F.1.6:**

  Compare key features of linear and nonlinear functions each represented algebraically, graphically, in tables or written descriptions.

  Clarifications:

  Clarification 1: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior and asymptotes.

  Clarification 2: Within the Algebra 1 course, functions other than linear, quadratic or exponential must be represented graphically.

  Clarification 3: Within the Algebra 1 course, instruction includes verifying that a quantity increasing exponentially eventually exceeds a quantity increasing linearly or quadratically.

  Related Access Points

  - **MA.912.F.1.AP.6:** Identify key features of linear, quadratic or exponential functions each represented in a different way algebraically or graphically (key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior).

- **MA.912.F.1.8:**

  Determine whether a linear, quadratic or exponential function best models a given real-world situation.

  Clarifications:

  Clarification 1: Instruction includes recognizing that linear functions model situations in which a quantity changes by a constant amount per unit interval; that quadratic functions model situations in which a quantity increases to a maximum, then begins to decrease or a quantity decreases to a minimum, then begins to increase; and that exponential functions model situations in which a quantity grows or decays by a constant percent per unit interval.

Clarification 2: Within this benchmark, the expectation is to identify the type of function from a written description or table.

Related Access Points

- **MA.912.F.1.AP.8:** Select whether a linear or quadratic function best models a given real-world situation.

- **MA.912.F.2.1:**

  Identify the effect on the graph or table of a given function after replacing *f(x)* by *f(x)+k*,*kf(x)*, *f(kx)* and *f(x+k)* for specific values of *k*.

  Clarifications:

  Clarification 1: Within the Algebra 1 course, functions are limited to linear, quadratic and absolute value.

  Clarification 2: Instruction focuses on including positive and negative values for *k*.

  Related Access Points

  - **MA.912.F.2.AP.1:**

    Select the effect (up, down, left, or right) on the graph of a given function after replacing f(x) by f(x) + k and f(x + k) for specific values of k.

- **MA.912.FL.3.2:**

  Solve real-world problems involving simple, compound and continuously compounded interest.

  Clarifications:

  Clarification 1: Within the Algebra 1 course, interest is limited to simple and compound.

  Related Access Points

  - **MA.912.FL.3.AP.2:** Solve real-world problems involving simple and compound interest.

- **MA.912.FL.3.4:**

  Explain the relationship between simple interest and linear growth. Explain the relationship between compound interest and exponential growth and the relationship between continuously compounded interest and exponential growth.

  Clarifications:

  Clarification 1: Within the Algebra 1 course, exponential growth is limited to compound interest.

  Related Access Points

  - **MA.912.FL.3.AP.4:** Identify the relationship between simple interest and linear growth. Identify the relationship between compound interest and exponential growth.

- **MA.912.NSO.1.1:**

Extend previous understanding of the Laws of Exponents to include rational exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions involving rational exponents.

Clarifications:

Clarification 1: Instruction includes the use of technology when appropriate.

Clarification 2: Refer to the K-12 Formulas (Appendix E) for the Laws of Exponents.

Clarification 3: Instruction includes converting between expressions involving rational exponents and expressions involving radicals.

Clarification 4: Within the Mathematics for Data and Financial Literacy course, it is not the expectation to generate equivalent numerical expressions.

Related Access Points

- **MA.912.NSO.1.AP.1:** Evaluate numerical expressions involving rational exponents.

- **MA.912.NSO.1.2:**

  Generate equivalent algebraic expressions using the properties of exponents.

  Related Access Points

  - **MA.912.NSO.1.AP.2:** Identify equivalent algebraic expressions using properties of exponents.

- **MA.912.NSO.1.4:**

  Apply previous understanding of operations with rational numbers to add, subtract, multiply and divide numerical radicals.

  Clarifications:

  Clarification 1: Within the Algebra 1 course, expressions are limited to a single arithmetic operation involving two square roots or two cube roots.

  Related Access Points

  - **MA.912.NSO.1.AP.4:** Apply previous understanding of operations with rational numbers to add and subtract numerical radicals that are in radical form.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:

  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.

- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:

  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.MA.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for

communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf.

General Information

Course Number: 7912075

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >

Abbreviated Title: Access Algebra 1

Number of Credits: Course may be taken for up to two credits

Course Length: Multiple (M) - Course length can vary

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Status: Course Approved

Graduation Requirement: Algebra 1

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Mathematics (Grades 6-12) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Mathematics (Grades 6-12) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Mathematics (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Mathematics (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Middle Grades Mathematics (Middle Grades 5-9)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Middle Grades Mathematics (Middle Grades 5-9)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)

- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mathematics (Grades 6-12) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mathematics (Grades 6-12) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mathematics (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mathematics (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Middle Grades Mathematics (Middle Grades 5-9)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Middle Grades Mathematics (Middle Grades 5-9)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Mathematics (Grades 6-12)

Access Algebra 1A (#7912080)

Version: 2022 - And Beyond (current)

Algebra 1-A - 1200370

Access Courses:

Access courses are for students with the most significant cognitive disabilities. Access courses are designed to provide students access to grade-level general curriculum. Access points are alternate academic achievement standards included in access courses that target the salient content of Florida's standards. Access points are intentionally designed to academically challenge students with the most significant cognitive disabilities.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **MA.912.AR.1.1:**

  Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity.

  Clarifications:

  Clarification 1: Parts of an expression include factors, terms, constants, coefficients and variables.

  Clarification 2: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.

  Related Access Points
  - **MA.912.AR.1.AP.1:** Identify a part(s) of an equation or expression and explain the meaning within the context of a problem.

- **MA.912.AR.1.2:**

  Rearrange equations or formulas to isolate a quantity of interest.

  Clarifications:

  Clarification 1: Instruction includes using formulas for temperature, perimeter, area and volume; using equations for linear (standard, slope-intercept and point-slope forms) and quadratic (standard, factored and vertex forms) functions.

  Clarification 2: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.

  Related Access Points
  - **MA.912.AR.1.AP.2:** Rearrange an equation or a formula for a specific variable.

- **MA.912.AR.2.1:**

  Given a real-world context, write and solve one-variable multi-step linear equations.

Related Access Points

- **MA.912.AR.2.AP.1:** Given an equation in a real-world context, solve one-variable multi-step linear equations.

- **MA.912.AR.2.2:**

  Write a linear two-variable equation to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.

  Clarifications:

  Clarification 1: Instruction includes the use of standard form, slope-intercept form and point-slope form, and the conversion between these forms.

  Related Access Points

  - **MA.912.AR.2.AP.2:** Select a linear two-variable equation to represent relationships between quantities from a graph, a written description or a table of values within a mathematical or real-world context.

- **MA.912.AR.2.3:**

  Write a linear two-variable equation for a line that is parallel or perpendicular to a given line and goes through a given point.

  Clarifications:

  Clarification 1: Instruction focuses on recognizing that perpendicular lines have slopes that when multiplied result in -1 and that parallel lines have slopes that are the same.

  Clarification 2: Instruction includes representing a line with a pair of points on the coordinate plane or with an equation.

  Clarification 3: Problems include cases where one variable has a coefficient of zero.

  Related Access Points

  - **MA.912.AR.2.AP.3:** Select a linear two-variable equation in slope intercept form for a line that is parallel or perpendicular to a given line and goes through a given point.

- **MA.912.AR.2.4:**

  Given a table, equation or written description of a linear function, graph that function, and determine and interpret its key features.

  Clarifications:

  Clarification 1: Key features are limited to domain, range, intercepts and rate of change.

  Clarification 2: Instruction includes the use of standard form, slope-intercept form and point-slope form.

  Clarification 3: Instruction includes cases where one variable has a coefficient of zero.

  Clarification 4: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation.

Clarification 5: Within the Algebra 1 course, notations for domain and range are limited to inequality and set-builder notations.

Related Access Points

- **MA.912.AR.2.AP.4:** Given a table, equation or written description of a linear function, select a graph of that function and determine at least two key features (can include domain, range, y-intercept or slope).

- **MA.912.AR.2.5:**

  Solve and graph mathematical and real-world problems that are modeled with linear functions. Interpret key features and determine constraints in terms of the context.

  Clarifications:

  Clarification 1: Key features are limited to domain, range, intercepts and rate of change.

  Clarification 2: Instruction includes the use of standard form, slope-intercept form and point-slope form.

  Clarification 3: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation.

  Clarification 4: Within the Algebra 1 course, notations for domain, range and constraints are limited to inequality and set-builder.

  Clarification 5: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.

  Related Access Points

  - **MA.912.AR.2.AP.5:** Given a mathematical and/or real-world problem that is modeled with linear functions, solve the mathematical problem, or select the graph using key features (in terms of context) that represents this model.

- **MA.912.AR.2.6:**

  Given a mathematical or real-world context, write and solve one-variable linear inequalities, including compound inequalities. Represent solutions algebraically or graphically.

  Related Access Points

  - **MA.912.AR.2.AP.6:** Given a mathematical and/or real-world context, select a one-variable linear inequality that represents the solution algebraically or graphically.

- **MA.912.AR.2.7:**

  Write two-variable linear inequalities to represent relationships between quantities from a graph or a written description within a mathematical or real-world context.

  Clarifications:

  Clarification 1: Instruction includes the use of standard form, slope-intercept form and point-slope form and any inequality symbol can be represented.

  Clarification 2: Instruction includes cases where one variable has a coefficient of zero.

  Related Access Points

- **MA.912.AR.2.AP.7:** Select a two-variable linear inequality to represent relationships between quantities from a graph.

- **MA.912.AR.2.8:**

  Given a mathematical or real-world context, graph the solution set to a two-variable linear inequality.

  Clarifications:

  Clarification 1: Instruction includes the use of standard form, slope-intercept form and point-slope form and any inequality symbol can be represented.

  Clarification 2: Instruction includes cases where one variable has a coefficient of zero.

  Related Access Points
  - **MA.912.AR.2.AP.8:** Given a two-variable linear inequality, select a graph that represents the solution.

- **MA.912.AR.4.1:**

  Given a mathematical or real-world context, write and solve one-variable absolute value equations.

  Related Access Points
  - **MA.912.AR.4.AP.1:** Solve a one variable absolute value equation.

- **MA.912.AR.4.3:**

  Given a table, equation or written description of an absolute value function, graph that function and determine its key features.

  Clarifications:

  Clarification 1: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; vertex; end behavior and symmetry.

  Clarification 2: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation.

  Clarification 3: Within the Algebra 1 course, notations for domain and range are limited to inequality and set-builder.

  Related Access Points
  - **MA.912.AR.4.AP.3:** Given a table, equation or written description of an absolute value function, select the graph that represents the function.

- **MA.912.AR.9.1:**

  Given a mathematical or real-world context, write and solve a system of two-variable linear equations algebraically or graphically.

  Clarifications:

  Clarification 1: Within this benchmark, the expectation is to solve systems using elimination, substitution and graphing.

Clarification 2: Within the Algebra 1 course, the system is limited to two equations.

Related Access Points

- **MA.912.AR.9.AP.1:** Given an algebraic or graphical system of two-variable linear equations, select the solution to the system of equations.

- **MA.912.AR.9.4:**

  Graph the solution set of a system of two-variable linear inequalities.

  Clarifications:

  Clarification 1: Instruction includes cases where one variable has a coefficient of zero.

  Clarification 2: Within the Algebra 1 course, the system is limited to two inequalities.

  Related Access Points

  - **MA.912.AR.9.AP.4:** Select the graph of the solution set of a system of two-variable linear inequalities.

- **MA.912.AR.9.6:**

  Given a real-world context, represent constraints as systems of linear equations or inequalities. Interpret solutions to problems as viable or non-viable options.

  Clarifications:

  Clarification 1: Instruction focuses on analyzing a given function that models a real-world situation and writing constraints that are represented as linear equations or linear inequalities.

  Related Access Points

  - **MA.912.AR.9.AP.6:** Given a real-world context, as systems of linear equations or inequalities with identified constraints, select a solution as a viable or non-viable option.

- **MA.912.DP.1.3:**

  Explain the difference between correlation and causation in the contexts of both numerical and categorical data.

  Related Access Points

  - **MA.912.DP.1.AP.3:** Identify whether the data are explained by correlation or causation in the contexts of both numerical and categorical data.

- **MA.912.DP.2.4:**

  Fit a linear function to bivariate numerical data that suggests a linear association and interpret the slope and y-intercept of the model. Use the model to solve real-world problems in terms of the context of the data.

  Clarifications:

  Clarification 1: Instruction includes fitting a linear function both informally and formally with the use of technology.

Clarification 2: Problems include making a prediction or extrapolation, inside and outside the range of the data, based on the equation of the line of fit.

Related Access Points

- **MA.912.DP.2.AP.4:** Fit a linear function to bivariate numerical data that suggest a linear association and interpret the slope and y-intercept of the model.

- **MA.912.DP.2.6:**

Given a scatter plot with a line of fit and residuals, determine the strength and direction of the correlation. Interpret strength and direction within a real-world context.

Clarifications:

Clarification 1: Instruction focuses on determining the direction by analyzing the slope and informally determining the strength by analyzing the residuals.

Related Access Points

- **MA.912.DP.2.AP.6:** Given a scatter plot with a line of fit and residuals, determine the strength and direction of the correlation. Interpret strength and direction within a real-world context.

- **MA.912.F.1.1:**

Given an equation or graph that defines a function, determine the function type. Given an input-output table, determine a function type that could represent it.

Clarifications:

Clarification 1: Within the Algebra 1 course, functions represented as tables are limited to linear, quadratic and exponential.

Clarification 2: Within the Algebra 1 course, functions represented as equations or graphs are limited to vertical or horizontal translations or reflections over the x-axis of the following parent functions:

$f(x)=x, f(x)=x^2, f(x)=x^3, f(x)=\sqrt{x}, f(x)=\sqrt[3]{x}, f(x)=|x|, f(x)=2^x$ and $f(x)=\left(\frac{1}{2}\right)^x$.

Related Access Points

- **MA.912.F.1.AP.1a:** Given an equation or graph that defines a function, identify the function type as either linear, quadratic, or exponential.
- **MA.912.F.1.AP.1b:** Given an input-output table with an accompanying graph, determine a function type, either linear, quadratic, or exponential that could represent it.

- **MA.912.F.1.2:**

Given a function represented in function notation, evaluate the function for an input in its domain. For a real-world context, interpret the output.

Clarifications:

Clarification 1: Problems include simple functions in two-variables, such as f(x,y)=3x-2y.

Clarification 2: Within the Algebra 1 course, functions are limited to one-variable such as f(x)=3x.

Related Access Points

- **MA.912.F.1.AP.2:** Given a function represented in function notation, evaluate the function for an input in its domain.

- **MA.912.F.1.3:**

  Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval.

  Clarifications:

  Clarification 1: Instruction includes making the connection to determining the slope of a particular line segment.

  Related Access Points

  - **MA.912.F.1.AP.3:** Given a real-world situation represented graphically or algebraically, identify the rate of change as positive, negative, zero or undefined.

- **MA.912.F.1.5:**

  Compare key features of linear functions each represented algebraically, graphically, in tables or written descriptions.

  Clarifications:

  Clarification 1: Key features are limited to domain; range; intercepts; slope and end behavior.

  Related Access Points

  - **MA.912.F.1.AP.5:** Identify key features of linear and quadratic functions each represented in the same way algebraically or graphically (key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior).

- **MA.912.F.1.8:**

  Determine whether a linear, quadratic or exponential function best models a given real-world situation.

  Clarifications:

  Clarification 1: Instruction includes recognizing that linear functions model situations in which a quantity changes by a constant amount per unit interval; that quadratic functions model situations in which a quantity increases to a maximum, then begins to decrease or a quantity decreases to a minimum, then begins to increase; and that exponential functions model situations in which a quantity grows or decays by a constant percent per unit interval.

  Clarification 2: Within this benchmark, the expectation is to identify the type of function from a written description or table.

  Related Access Points

  - **MA.912.F.1.AP.8:** Select whether a linear or quadratic function best models a given real-world situation.

- **MA.912.F.2.1:**

Identify the effect on the graph or table of a given function after replacing *f(x)* by *f(x)+k*,*kf(x)*, *f(kx)* and *f(x+k)* for specific values of *k*.

Clarifications:

Clarification 1: Within the Algebra 1 course, functions are limited to linear, quadratic and absolute value.

Clarification 2: Instruction focuses on including positive and negative values for *k*.

Related Access Points

- **MA.912.F.2.AP.1:**

  Select the effect (up, down, left, or right) on the graph of a given function after replacing f(x) by f(x) + k and f(x + k) for specific values of k.

- **MA.912.FL.3.2:**

  Solve real-world problems involving simple, compound and continuously compounded interest.

  Clarifications:

  Clarification 1: Within the Algebra 1 course, interest is limited to simple and compound.

  Related Access Points

  - **MA.912.FL.3.AP.2:** Solve real-world problems involving simple and compound interest.

- **MA.912.FL.3.4:**

  Explain the relationship between simple interest and linear growth. Explain the relationship between compound interest and exponential growth and the relationship between continuously compounded interest and exponential growth.

  Clarifications:

  Clarification 1: Within the Algebra 1 course, exponential growth is limited to compound interest.

  Related Access Points

  - **MA.912.FL.3.AP.4:** Identify the relationship between simple interest and linear growth. Identify the relationship between compound interest and exponential growth.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:

  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:

  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.MA.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for

academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf.

General Information

Course Number: 7912080

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS ALGEBRA 1A

Number of Credits: Course may be taken for up to two credits

Course Length: Multiple (M) - Course length can vary

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Status: Course Approved

Graduation Requirement: Mathematics

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Mathematics (Grades 6-12) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Mathematics (Grades 6-12) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Mathematics (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Mathematics (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Middle Grades Mathematics (Middle Grades 5-9)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Middle Grades Mathematics (Middle Grades 5-9)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)

- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mathematics (Grades 6-12) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mathematics (Grades 6-12) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mathematics (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mathematics (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Middle Grades Mathematics (Middle Grades 5-9)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Middle Grades Mathematics (Middle Grades 5-9)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Mathematics (Grades 6-12)

Access Algebra 1B (#7912090)

Version: 2022 - And Beyond (current)

Algebra 1-B - 1200380

Access Courses:

Access courses are for students with the most significant cognitive disabilities. Access courses are designed to provide students access to grade-level general curriculum. Access points are alternate academic achievement standards included in access courses that target the salient content of Florida's standards. Access points are intentionally designed to academically challenge students with the most significant cognitive disabilities.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **MA.912.AR.1.1:**

  Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity.

  Clarifications:

  Clarification 1: Parts of an expression include factors, terms, constants, coefficients and variables.

  Clarification 2: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.

  Related Access Points
  - **MA.912.AR.1.AP.1:** Identify a part(s) of an equation or expression and explain the meaning within the context of a problem.

- **MA.912.AR.1.2:**

  Rearrange equations or formulas to isolate a quantity of interest.

  Clarifications:

  Clarification 1: Instruction includes using formulas for temperature, perimeter, area and volume; using equations for linear (standard, slope-intercept and point-slope forms) and quadratic (standard, factored and vertex forms) functions.

  Clarification 2: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.

  Related Access Points
  - **MA.912.AR.1.AP.2:** Rearrange an equation or a formula for a specific variable.

- **MA.912.AR.1.3:**

  Add, subtract and multiply polynomial expressions with rational number coefficients.

Clarifications:

*Clarification 1: I*nstruction includes an understanding that when any of these operations are performed with polynomials the result is also a polynomial.

Clarification 2: Within the Algebra 1 course, polynomial expressions are limited to 3 or fewer terms.

Related Access Points

- **MA.912.AR.1.AP.3:** Add, subtract and multiply polynomial expressions with integer coefficients.

- **MA.912.AR.1.4:**

  Divide a polynomial expression by a monomial expression with rational number coefficients.

  Clarifications:

  Clarification 1: Within the Algebra 1 course, polynomial expressions are limited to 3 or fewer terms.

  Related Access Points

  - **MA.912.AR.1.AP.4:** Divide a polynomial expression by a monomial expression with integer coefficients.

- **MA.912.AR.1.7:**

  Rewrite a polynomial expression as a product of polynomials over the real number system.

  Clarifications:

  Clarification 1: Within the Algebra 1 course, polynomial expressions are limited to 4 or fewer terms with integer coefficients.

  Related Access Points

  - **MA.912.AR.1.AP.7:** Factor a quadratic expression.

- **MA.912.AR.3.1:**

  Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real number system.

  Clarifications:

  Clarification 1: Within the Algebra 1 course, instruction includes the concept of non-real answers, without determining non-real solutions.

  Clarification 2: Within this benchmark, the expectation is to solve by factoring techniques, taking square roots, the quadratic formula and completing the square.

  Related Access Points

  - **MA.912.AR.3.AP.1:** Given a one-variable quadratic equation from a mathematical or real-world context, select the solution to the equation over the real number system.

- **MA.912.AR.3.4:**

Write a quadratic function to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.

Clarifications:

Clarification 1: Within the Algebra 1 course, a graph, written description or table of values must include the vertex and two points that are equidistant from the vertex.

Clarification 2: Instruction includes the use of standard form, factored form and vertex form.

Clarification 3: Within the Algebra 2 course, one of the given points must be the vertex or an *x*-intercept.

Related Access Points

- **MA.912.AR.3.AP.4:** Select a quadratic function to represent the relationship between two quantities from a graph.

- **MA.912.AR.3.5:**

  Given the x-intercepts and another point on the graph of a quadratic function, write the equation for the function.

  Related Access Points

  - **MA.912.AR.3.AP.5:**

    Given the x-intercepts and another point on the graph of a quadratic function, select the equation for the function.

- **MA.912.AR.3.6:**

  Given an expression or equation representing a quadratic function, determine the vertex and zeros and interpret them in terms of a real-world context.

  Related Access Points

  - **MA.912.AR.3.AP.6:** Given an expression or equation representing a quadratic function in vertex form, determine the vertex and zeros.

- **MA.912.AR.3.7:**

  Given a table, equation or written description of a quadratic function, graph that function, and determine and interpret its key features.

  Clarifications:

  Clarification 1: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; vertex; and symmetry.

  Clarification 2: Instruction includes the use of standard form, factored form and vertex form, and sketching a graph using the zeros and vertex.

  Clarification 3: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation.

  Clarification 4: Within the Algebra 1 course, notations for domain and range are limited to inequality and set-builder.

Related Access Points

- **MA.912.AR.3.AP.7:** Given a table, equation or written description of a quadratic function, select the graph that represents the function.

- **MA.912.AR.3.8:**

  Solve and graph mathematical and real-world problems that are modeled with quadratic functions. Interpret key features and determine constraints in terms of the context.

  Clarifications:

  Clarification 1: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; vertex; and symmetry.

  Clarification 2: Instruction includes the use of standard form, factored form and vertex form.

  Clarification 3: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation.

  Clarification 4: Within the Algebra 1 course, notations for domain, range and constraints are limited to inequality and set-builder.

  Related Access Points

  - **MA.912.AR.3.AP.8:** Given a mathematical and/or real-world problem that is modeled with quadratic functions, solve the mathematical problem, or select the graph using key features (in terms of context) that represents this model.

- **MA.912.AR.5.3:**

  Given a mathematical or real-world context, classify an exponential function as representing growth or decay.

  Clarifications:

  Clarification 1: Within the Algebra 1 course, exponential functions are limited to the forms $f(x) = ab^x$, where *b* is a whole number greater than 1 or a unit fraction, or $f(x) = a(1 \pm r)^x$, where $0 < r < 1$.

  Related Access Points

  - **MA.912.AR.5.AP.3:** Given a real-world context, identify an exponential function as representing growth or decay.

- **MA.912.AR.5.4:** Write an exponential function to represent a relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.

  Clarifications:
  Clarification 1: Within the Algebra 1 course, exponential functions are limited to the forms $f(x) = ab^x$, where *b* is a whole number greater than 1 or a unit fraction, or $f(x) = a(1 \pm r)^x$, where $0 < r < 1$.

  Clarification 2: Within the Algebra 1 course, tables are limited to having successive nonnegative integer inputs so that the function may be determined by finding ratios between successive outputs.

Related Access Points

- **MA.912.AR.5.AP.4:** Select an exponential function to represent two quantities from a graph or a table of values.

- **MA.912.AR.5.6:**

  Given a table, equation or written description of an exponential function, graph that function and determine its key features.

  Clarifications:

  Clarification 1: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; constant percent rate of change; end behavior and asymptotes.

  Clarification 2: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation.

  Clarification 3: Within the Algebra 1 course, notations for domain and range are limited to inequality and set-builder.

  Clarification 4: Within the Algebra 1 course, exponential functions are limited to the forms $f(x) = ab^x$, where *b* is a whole number greater than 1 or a unit fraction or $f(x) = a(1 \pm r)^x$, where $0 < r < 1$.

  Related Access Points

  - **MA.912.AR.5.AP.6:** Given a table, equation or written description of an exponential function, select the graph that represents the function.

- **MA.912.AR.9.6:**

  Given a real-world context, represent constraints as systems of linear equations or inequalities. Interpret solutions to problems as viable or non-viable options.

  Clarifications:

  Clarification 1: Instruction focuses on analyzing a given function that models a real-world situation and writing constraints that are represented as linear equations or linear inequalities.

  Related Access Points

  - **MA.912.AR.9.AP.6:** Given a real-world context, as systems of linear equations or inequalities with identified constraints, select a solution as a viable or non-viable option.

- **MA.912.DP.1.1:**

  Given a set of data, select an appropriate method to represent the data, depending on whether it is numerical or categorical data and on whether it is univariate or bivariate.

  Clarifications:

  Clarification 1: Instruction includes discussions regarding the strengths and weaknesses of each data display.

Clarification 2: Numerical univariate includes histograms, stem-and-leaf plots, box plots and line plots; numerical bivariate includes scatter plots and line graphs; categorical univariate includes bar charts, circle graphs, line plots, frequency tables and relative frequency tables; and categorical bivariate includes segmented bar charts, joint frequency tables and joint relative frequency tables.
Clarification 3: Instruction includes the use of appropriate units and labels and, where appropriate, using technology to create data displays.

Related Access Points

- **MA.912.DP.1.AP.1a:** Given a set of data, select an appropriate table or graph to represent categorical data and whether it is univariate or bivariate.
- **MA.912.DP.1.AP.1b:** Given a set of data, select an appropriate table or graph to represent numerical data and whether it is univariate or bivariate.

- **MA.912.DP.1.2:**

Interpret data distributions represented in various ways. State whether the data is numerical or categorical, whether it is univariate or bivariate and interpret the different components and quantities in the display.

Clarifications:

Clarification 1: Within the Probability and Statistics course, instruction includes the use of spreadsheets and technology.

Related Access Points

- **MA.912.DP.1.AP.2:** Given a univariate or bivariate data distribution (numerical or categorical), identify the different components and quantities in the display.

- **MA.912.DP.1.4:**

Estimate a population total, mean or percentage using data from a sample survey; develop a margin of error through the use of simulation.

Clarifications:

Clarification 1: Within the Algebra 1 course, the margin of error will be given.

Related Access Points

- **MA.912.DP.1.AP.4:** Given the mean or percentage and the margin of error from a sample survey, identify a population total.

- **MA.912.DP.3.1:**

Construct a two-way frequency table summarizing bivariate categorical data. Interpret joint and marginal frequencies and determine possible associations in terms of a real-world context.

Related Access Points

- **MA.912.DP.3.AP.1:** When given a two-way frequency table summarizing bivariate categorical data, identify joint and marginal frequencies.

- **MA.912.F.1.1:**

Given an equation or graph that defines a function, determine the function type. Given an input-output table, determine a function type that could represent it.

Clarifications:

Clarification 1: Within the Algebra 1 course, functions represented as tables are limited to linear, quadratic and exponential.

Clarification 2: Within the Algebra 1 course, functions represented as equations or graphs are limited to vertical or horizontal translations or reflections over the x-axis of the following parent functions:

$f(x)=x, f(x)=x^2, f(x)=x^3, f(x)=\sqrt{x}, f(x)=\sqrt[3]{x}, f(x)=|x|, f(x)=2^x$ and $f(x)=\left(\frac{1}{2}\right)^x$.

Related Access Points

- **MA.912.F.1.AP.1a:** Given an equation or graph that defines a function, identify the function type as either linear, quadratic, or exponential.
- **MA.912.F.1.AP.1b:** Given an input-output table with an accompanying graph, determine a function type, either linear, quadratic, or exponential that could represent it.

- **MA.912.F.1.2:**

Given a function represented in function notation, evaluate the function for an input in its domain. For a real-world context, interpret the output.

Clarifications:

Clarification 1: Problems include simple functions in two-variables, such as f(x,y)=3x-2y.

Clarification 2: Within the Algebra 1 course, functions are limited to one-variable such as f(x)=3x.

Related Access Points

- **MA.912.F.1.AP.2:** Given a function represented in function notation, evaluate the function for an input in its domain.

- **MA.912.F.1.3:**

Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval.

Clarifications:

Clarification 1: Instruction includes making the connection to determining the slope of a particular line segment.

Related Access Points

- **MA.912.F.1.AP.3:** Given a real-world situation represented graphically or algebraically, identify the rate of change as positive, negative, zero or undefined.

- **MA.912.F.1.6:**

Compare key features of linear and nonlinear functions each represented algebraically, graphically, in tables or written descriptions.

Clarifications:

Clarification 1: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior and asymptotes.

Clarification 2: Within the Algebra 1 course, functions other than linear, quadratic or exponential must be represented graphically.

Clarification 3: Within the Algebra 1 course, instruction includes verifying that a quantity increasing exponentially eventually exceeds a quantity increasing linearly or quadratically.

Related Access Points

- **MA.912.F.1.AP.6:** Identify key features of linear, quadratic or exponential functions each represented in a different way algebraically or graphically (key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior).

- **MA.912.F.1.8:**

  Determine whether a linear, quadratic or exponential function best models a given real-world situation.

  Clarifications:

  Clarification 1: Instruction includes recognizing that linear functions model situations in which a quantity changes by a constant amount per unit interval; that quadratic functions model situations in which a quantity increases to a maximum, then begins to decrease or a quantity decreases to a minimum, then begins to increase; and that exponential functions model situations in which a quantity grows or decays by a constant percent per unit interval.

  Clarification 2: Within this benchmark, the expectation is to identify the type of function from a written description or table.

  Related Access Points

  - **MA.912.F.1.AP.8:** Select whether a linear or quadratic function best models a given real-world situation.

- **MA.912.F.2.1:**

  Identify the effect on the graph or table of a given function after replacing *f(x)* by *f(x)+k*,*kf(x)*, *f(kx)* and *f(x+k)* for specific values of *k*.

  Clarifications:

  Clarification 1: Within the Algebra 1 course, functions are limited to linear, quadratic and absolute value.

  Clarification 2: Instruction focuses on including positive and negative values for *k*.

  Related Access Points

  - **MA.912.F.2.AP.1:**

    Select the effect (up, down, left, or right) on the graph of a given function after replacing f(x) by f(x) + k and f(x + k) for specific values of k.

- **MA.912.FL.3.2:**

  Solve real-world problems involving simple, compound and continuously compounded interest.

  Clarifications:

  Clarification 1: Within the Algebra 1 course, interest is limited to simple and compound.

  Related Access Points
  - **MA.912.FL.3.AP.2:** Solve real-world problems involving simple and compound interest.

- **MA.912.FL.3.4:**

  Explain the relationship between simple interest and linear growth. Explain the relationship between compound interest and exponential growth and the relationship between continuously compounded interest and exponential growth.

  Clarifications:

  Clarification 1: Within the Algebra 1 course, exponential growth is limited to compound interest.

  Related Access Points
  - **MA.912.FL.3.AP.4:** Identify the relationship between simple interest and linear growth. Identify the relationship between compound interest and exponential growth.

- **MA.912.NSO.1.1:**

  Extend previous understanding of the Laws of Exponents to include rational exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions involving rational exponents.

  Clarifications:

  Clarification 1: Instruction includes the use of technology when appropriate.

  Clarification 2: Refer to the K-12 Formulas (Appendix E) for the Laws of Exponents.

  Clarification 3: Instruction includes converting between expressions involving rational exponents and expressions involving radicals.

  Clarification 4: Within the Mathematics for Data and Financial Literacy course, it is not the expectation to generate equivalent numerical expressions.

  Related Access Points
  - **MA.912.NSO.1.AP.1:** Evaluate numerical expressions involving rational exponents.

- **MA.912.NSO.1.2:**

  Generate equivalent algebraic expressions using the properties of exponents.

  Related Access Points
  - **MA.912.NSO.1.AP.2:** Identify equivalent algebraic expressions using properties of exponents.

- **MA.912.NSO.1.4:**

  Apply previous understanding of operations with rational numbers to add, subtract, multiply and divide numerical radicals.

  Clarifications:

  Clarification 1: Within the Algebra 1 course, expressions are limited to a single arithmetic operation involving two square roots or two cube roots.

  Related Access Points
  - **MA.912.NSO.1.AP.4:** Apply previous understanding of operations with rational numbers to add and subtract numerical radicals that are in radical form.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.

- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade

student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.MA.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf.

General Information

Course Number: 7912090

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS ALGEBRA 1B

Number of Credits: Course may be taken for up to two credits

Course Length: Multiple (M) - Course length can vary

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Algebra 1

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)

- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Mathematics (Grades 6-12) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Mathematics (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Middle Grades Mathematics (Middle Grades 5-9)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mathematics (Grades 6-12) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mathematics (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Middle Grades Mathematics (Middle Grades 5-9)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Mathematics (Grades 6-12)

Access Algebra 2 (#7912095)

Version: 2022 - And Beyond (current)

Access Courses:

Access courses are for students with the most significant cognitive disabilities. Access courses are designed to provide students access to grade-level general curriculum. Access points are alternate academic achievement standards included in access courses that target the salient content of Florida's standards. Access points are intentionally designed to academically challenge students with the most significant cognitive disabilities.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **MA.912.AR.1.1:**

  Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity.

  Clarifications:

  Clarification 1: Parts of an expression include factors, terms, constants, coefficients and variables.

  Clarification 2: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.

  Related Access Points
  - **MA.912.AR.1.AP.1:** Identify a part(s) of an equation or expression and explain the meaning within the context of a problem.

- **MA.912.AR.1.3:**

  Add, subtract and multiply polynomial expressions with rational number coefficients.

  Clarifications:

  *Clarification 1: I*nstruction includes an understanding that when any of these operations are performed with polynomials the result is also a polynomial.

  Clarification 2: Within the Algebra 1 course, polynomial expressions are limited to 3 or fewer terms.

  Related Access Points
  - **MA.912.AR.1.AP.3:** Add, subtract and multiply polynomial expressions with integer coefficients.

- **MA.912.AR.1.5:** Divide polynomial expressions using long division, synthetic division or algebraic manipulation.

Related Access Points

- **MA.912.AR.1.AP.5:** Divide polynomial expressions using long division, synthetic division and algebraic manipulation where the denominator is a linear expression.

- **MA.912.AR.1.6:** Solve mathematical and real-world problems involving addition, subtraction, multiplication or division of polynomials.

  Related Access Points

  - **MA.912.AR.1.AP.6:** Solve mathematical and/or real-world problems involving addition, subtraction, multiplication or division of polynomials with integer coefficients.

- **MA.912.AR.1.8:** Rewrite a polynomial expression as a product of polynomials over the real or complex number system.

  Clarifications:
  Clarification 1: Instruction includes factoring a sum or difference of squares and a sum or difference of cubes.

  Related Access Points

  - **MA.912.AR.1.AP.8:** Select a polynomial expression as a product of polynomials with integer coefficients over the real or complex number system.

- **MA.912.AR.1.9:** Apply previous understanding of rational number operations to add, subtract, multiply and divide rational algebraic expressions.

  Clarifications:
  Clarification 1: Instruction includes the connection to fractions and common denominators.

  Related Access Points

  - **MA.912.AR.1.AP.9:** Apply previous understanding of rational number operations with common denominators to add and subtract rational expressions.

- **MA.912.AR.3.2:** Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real and complex number systems.

  Clarifications:
  Clarification 1: Within this benchmark, the expectation is to solve by factoring techniques, taking square roots, the quadratic formula and completing the square.

  Related Access Points

  - **MA.912.AR.3.AP.2:** Solve mathematical one-variable quadratic equations with integer coefficients over the real and complex number systems.

- **MA.912.AR.3.3:** Given a mathematical or real-world context, write and solve one-variable quadratic inequalities over the real number system. Represent solutions algebraically or graphically.

  Related Access Points

  - **MA.912.AR.3.AP.3:** Given a mathematical or real-world context, select a one-variable quadratic inequality over the real number system that represents the solution algebraically or graphically.

- **MA.912.AR.3.4:**

  Write a quadratic function to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.

  Clarifications:

Clarification 1: Within the Algebra 1 course, a graph, written description or table of values must include the vertex and two points that are equidistant from the vertex.

Clarification 2: Instruction includes the use of standard form, factored form and vertex form.

Clarification 3: Within the Algebra 2 course, one of the given points must be the vertex or an *x*-intercept.

Related Access Points

- **MA.912.AR.3.AP.4:** Select a quadratic function to represent the relationship between two quantities from a graph.

- **MA.912.AR.3.8:**

  Solve and graph mathematical and real-world problems that are modeled with quadratic functions. Interpret key features and determine constraints in terms of the context.

  Clarifications:

  Clarification 1: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; vertex; and symmetry.

  Clarification 2: Instruction includes the use of standard form, factored form and vertex form.

  Clarification 3: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation.

  Clarification 4: Within the Algebra 1 course, notations for domain, range and constraints are limited to inequality and set-builder.

  Related Access Points

  - **MA.912.AR.3.AP.8:** Given a mathematical and/or real-world problem that is modeled with quadratic functions, solve the mathematical problem, or select the graph using key features (in terms of context) that represents this model.

- **MA.912.AR.3.9:** Given a mathematical or real-world context, write two-variable quadratic inequalities to represent relationships between quantities from a graph or a written description.

  Clarifications:
  Clarification 1: Instruction includes the use of standard form, factored form and vertex form where any inequality symbol can be represented.

  Related Access Points

  - **MA.912.AR.3.AP.9:** Select two-variable quadratic inequalities to represent relationships between quantities from a graph or a written description.

- **MA.912.AR.3.10:** Given a mathematical or real-world context, graph the solution set to a two-variable quadratic inequality.

  Clarifications:
  Clarification 1: Instruction includes the use of standard form, factored form and vertex form where any inequality symbol can be represented.

  Related Access Points

  - **MA.912.AR.3.AP.10:** Select the graph of the solution set to a two-variable quadratic inequality.

- **MA.912.AR.4.2:**

  Given a mathematical or real-world context, write and solve one-variable absolute value inequalities. Represent solutions algebraically or graphically.

  Related Access Points
  - **MA.912.AR.4.AP.2:** Solve a one-variable absolute value inequality. Represent solutions algebraically or graphically.

- **MA.912.AR.4.4:** Solve and graph mathematical and real-world problems that are modeled with absolute value functions. Interpret key features and determine constraints in terms of the context.

  Clarifications:
  Clarification 1: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; vertex; end behavior and symmetry.

  Clarification 2: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation.

  Related Access Points
  - **MA.912.AR.4.AP.4:** Given a mathematical and/or real-world problem that is modeled with absolute value functions, solve the mathematical problem, or select the graph using key features (in terms of context) that represents this model.

- **MA.912.AR.5.2:** Solve one-variable equations involving logarithms or exponential expressions. Interpret solutions as viable in terms of the context and identify any extraneous solutions.

  Related Access Points
  - **MA.912.AR.5.AP.2:** Solve one-variable equations involving logarithms or exponential expressions. Identify any extraneous solutions.

- **MA.912.AR.5.4:** Write an exponential function to represent a relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.

  Clarifications:
  Clarification 1: Within the Algebra 1 course, exponential functions are limited to the forms $f(x) = ab^x$, where b is a whole number greater than 1 or a unit fraction, or $f(x) = a(1 \pm r)^x$, where $0 < r < 1$.

  Clarification 2: Within the Algebra 1 course, tables are limited to having successive nonnegative integer inputs so that the function may be determined by finding ratios between successive outputs.

  Related Access Points
  - **MA.912.AR.5.AP.4:** Select an exponential function to represent two quantities from a graph or a table of values.

- **MA.912.AR.5.5:** Given an expression or equation representing an exponential function, reveal the constant percent rate of change per unit interval using the properties of exponents. Interpret the constant percent rate of change in terms of a real-world context.

  Related Access Points

- **MA.912.AR.5.AP.5:** Given an expression or equation representing an exponential function, reveal the constant percent rate of change per unit interval using the properties of exponents.

- **MA.912.AR.5.7:** Solve and graph mathematical and real-world problems that are modeled with exponential functions. Interpret key features and determine constraints in terms of the context.

  Clarifications:
  Clarification 1: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; constant percent rate of change; end behavior and asymptotes.

  Clarification 2: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation.

  Clarification 3: Instruction includes understanding that when the logarithm of the dependent variable is taken and graphed, the exponential function will be transformed into a linear function.

  Clarification 4: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.

  Related Access Points
  - **MA.912.AR.5.AP.7:** Given a mathematical and/or real-world problem that is modeled with exponential functions, solve the mathematical problem, or select the graph using key features (in terms of context) that represents this model.

- **MA.912.AR.5.8:** Given a table, equation or written description of a logarithmic function, graph that function and determine its key features.

  Clarifications:
  Clarification 1: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; and asymptotes.

  Clarification 2: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation.

  Related Access Points
  - **MA.912.AR.5.AP.8:** Given an equation of a logarithmic function, select the graph of that function.

- **MA.912.AR.5.9:** Solve and graph mathematical and real-world problems that are modeled with logarithmic functions. Interpret key features and determine constraints in terms of the context.

  Clarifications:
  Clarification 1: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; and asymptotes.

  Clarification 2: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation.

  Related Access Points

- **MA.912.AR.5.AP.9:** Given a mathematical and/or real-world problem that is modeled with logarithmic functions, solve the mathematical problem, or select the graph using key features (in terms of context) that represents this model.

- **MA.912.AR.6.1:** Given a mathematical or real-world context, when suitable factorization is possible, solve one-variable polynomial equations of degree 3 or higher over the real and complex number systems.

  Related Access Points
  - **MA.912.AR.6.AP.1:** Solve one-variable polynomial equations of degree 3 or higher in factored form, over the real number system.

- **MA.912.AR.6.5:** Sketch a rough graph of a polynomial function of degree 3 or higher using zeros, multiplicity and knowledge of end behavior.

  Related Access Points
  - **MA.912.AR.6.AP.5:** Create a rough graph of a polynomial function of degree 3 or higher (in factored form) using zeros, multiplicity and knowledge of end behavior.

- **MA.912.AR.7.1:** Solve one-variable radical equations. Interpret solutions as viable in terms of context and identify any extraneous solutions.

  Related Access Points
  - **MA.912.AR.7.AP.1:** Solve one-variable radical equations and identify any extraneous solutions.

- **MA.912.AR.7.2:** Given a table, equation or written description of a square root or cube root function, graph that function and determine its key features.

  Clarifications:
  Clarification 1: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; and relative maximums and minimums.

  Clarification 2: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation.

  Related Access Points
  - **MA.912.AR.7.AP.2:** Given a table, equation or written description of a square root or cube root function, select the graph that represents the function.

- **MA.912.AR.7.3:** Solve and graph mathematical and real-world problems that are modeled with square root or cube root functions. Interpret key features and determine constraints in terms of the context.

  Clarifications:
  Clarification 1: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; and relative maximums and minimums.

  Clarification 2: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation.

  Related Access Points
  - **MA.912.AR.7.AP.3:** Given a mathematical and/or real-world problem that is modeled with square root or cube root functions, solve the mathematical problem, or select the graph using key features (in terms of context) that represents this model.

- **MA.912.AR.8.1:** Write and solve one-variable rational equations. Interpret solutions as viable in terms of the context and identify any extraneous solutions.

  Clarifications:
  Clarification 1: Within the Algebra 2 course, numerators and denominators are limited to linear and quadratic expressions.

  Related Access Points
  - **MA.912.AR.8.AP.1:** Solve one-variable rational equations and identify any extraneous solutions.

- **MA.912.AR.8.2:** Given a table, equation or written description of a rational function, graph that function and determine its key features.

  Clarifications:
  Clarification 1: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; and asymptotes.

  Clarification 2: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation.

  Clarification 3: Within the Algebra 2 course, numerators and denominators are limited to linear and quadratic expressions.

  Related Access Points
  - **MA.912.AR.8.AP.2:** Given a table, equation or written description of a rational function, select the graph that represents the function.

- **MA.912.AR.8.3:** Solve and graph mathematical and real-world problems that are modeled with rational functions. Interpret key features and determine constraints in terms of the context.

  Clarifications:
  Clarification 1: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; and asymptotes.

  Clarification 2: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation.

  Clarification 3: Instruction includes using rational functions to represent inverse proportional relationships.

  Clarification 4: Within the Algebra 2 course, numerators and denominators are limited to linear and quadratic expressions.

  Related Access Points
  - **MA.912.AR.8.AP.3:** Given a mathematical and/or real-world problem that is modeled with rational functions, solve the mathematical problem, or select the graph using key features (in terms of context) that represents this model.

- **MA.912.AR.9.2:** Given a mathematical or real-world context, solve a system consisting of a two-variable linear equation and a non-linear equation algebraically or graphically.

  Related Access Points
  - **MA.912.AR.9.AP.2:** Solve a system consisting of a two-variable linear equation and a quadratic equation algebraically or graphically.

- **MA.912.AR.9.3:** Given a mathematical or real-world context, solve a system consisting of two-variable linear or non-linear equations algebraically or graphically.

  Clarifications:
  Clarification 1: Within the Algebra 2 course, non-linear equations are limited to quadratic equations.

  Related Access Points
  - **MA.912.AR.9.AP.3:** Solve a system consisting of two-variable linear or quadratic equations algebraically or graphically.

- **MA.912.AR.9.5:** Graph the solution set of a system of two-variable inequalities.

  Clarifications:
  Clarification 1: Within the Algebra 2 course, two-variable inequalities are limited to linear and quadratic.

  Related Access Points
  - **MA.912.AR.9.AP.5:** Select the graph of the solution set of a system of two-variable inequalities.

- **MA.912.AR.9.7:** Given a real-world context, represent constraints as systems of linear and non-linear equations or inequalities. Interpret solutions to problems as viable or non-viable options.

  Clarifications:
  Clarification 1: Instruction focuses on analyzing a given function that models a real-world situation and writing constraints that are represented as non-linear equations or non-linear inequalities.

  Clarification 2: Within the Algebra 2 course, non-linear equations and inequalities are limited to quadratic.

  Related Access Points
  - **MA.912.AR.9.AP.7:** Given a real-world context, as systems of linear and non-linear equations or inequalities with identified constraints, select a solution as a viable or non-viable option.

- **MA.912.DP.2.8:** Fit a quadratic function to bivariate numerical data that suggests a quadratic association and interpret any intercepts or the vertex of the model. Use the model to solve real-world problems in terms of the context of the data.

  Clarifications:
  Clarification 1: Problems include making a prediction or extrapolation, inside and outside the range of the data, based on the equation of the line of fit.

  Related Access Points
  - **MA.912.DP.2.AP.8:** Given a scatter plot, select a quadratic function that fits the data the best.

- **MA.912.DP.2.9:** Fit an exponential function to bivariate numerical data that suggests an exponential association. Use the model to solve real-world problems in terms of the context of the data.

  Clarifications:
  Clarification 1: Instruction focuses on determining whether an exponential model is appropriate by taking the logarithm of the dependent variable using spreadsheets and other technology.

Clarification 2: Instruction includes determining whether the transformed scatterplot has an appropriate line of best fit, and interpreting the y-intercept and slope of the line of best fit.

Clarification 3: Problems include making a prediction or extrapolation, inside and outside the range of the data, based on the equation of the line of fit.

Related Access Points

- **MA.912.DP.2.AP.9:** Given a scatter plot, select an exponential function that fits the data the best.

- **MA.912.F.1.1:**

  Given an equation or graph that defines a function, determine the function type. Given an input-output table, determine a function type that could represent it.

  Clarifications:

  Clarification 1: Within the Algebra 1 course, functions represented as tables are limited to linear, quadratic and exponential.

  Clarification 2: Within the Algebra 1 course, functions represented as equations or graphs are limited to vertical or horizontal translations or reflections over the x-axis of the following parent functions:
  $f(x)=x, f(x)=x^2, f(x)=x^3, f(x)=\sqrt{x}, f(x)=\sqrt[3]{x}, f(x)=|x|, f(x)=2^x$ and $f(x)=\left(\frac{1}{2}\right)^x$.

  Related Access Points

  - **MA.912.F.1.AP.1a:** Given an equation or graph that defines a function, identify the function type as either linear, quadratic, or exponential.
  - **MA.912.F.1.AP.1b:** Given an input-output table with an accompanying graph, determine a function type, either linear, quadratic, or exponential that could represent it.

- **MA.912.F.1.7:** Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions.

  Clarifications:
  Clarification 1: Key features include domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior and asymptotes.

  Related Access Points

  - **MA.912.F.1.AP.7:** Compare key features of two functions each represented algebraically or graphically.

- **MA.912.F.1.9:** Determine whether a function is even, odd or neither when represented algebraically, graphically or in a table.

  Related Access Points

  - **MA.912.F.1.AP.9:** Select whether a function is even, odd or neither when represented algebraically.

- **MA.912.F.2.2:** Identify the effect on the graph of a given function of two or more transformations defined by adding a real number to the x- or y- values or multiplying the x- or y- values by a real number.

  Related Access Points

  - **MA.912.F.2.AP.2:**

Identify the effect on the graph of a given function of two or more transformations defined by adding a real number to the *x*- or *y*-values.

- **MA.912.F.2.3:**

  Given the graph or table of f(x) and the graph or table of f(x)+k,kf(x), f(kx) and f(x+k), state the type of transformation and find the value of the real number k.

  Clarifications:

  Clarification 1: Within the Algebra 1 course, functions are limited to linear, quadratic and absolute value.

  Related Access Points
  - **MA.912.F.2.AP.3:**

    Given the graph of a given function after replacing f(x) by f(x) + k and f(x + k), kf(c), for specific values of k select the type of transformation and find the value of the real number k.

- **MA.912.F.2.5:** Given a table, equation or graph that represents a function, create a corresponding table, equation or graph of the transformed function defined by adding a real number to the *x*- or *y*-values or multiplying the *x*- or *y*-values by a real number.

  Related Access Points
  - **MA.912.F.2.AP.5:** Given a table, equation or graph that represents a function, select a corresponding table, equation or graph of the transformed function defined by adding a real number to the x- or y-values.

- **MA.912.F.3.2:**

  Given a mathematical or real-world context, combine two or more functions, limited to linear, quadratic, exponential and polynomial, using arithmetic operations. When appropriate, include domain restrictions for the new function.

  Clarifications:

  Clarification 1: Instruction includes representing domain restrictions with inequality notation, interval notation or set-builder notation.

  Clarification 2: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.

  Related Access Points
  - **MA.912.F.3.AP.2:** Given a mathematical and/or real-world context, combine two or more functions, limited to linear, quadratic, and polynomial, using arithmetic operations of addition, subtraction, or multiplication.

- **MA.912.F.3.4:** Represent the composition of two functions algebraically or in a table. Determine the domain and range of the composite function.

  Related Access Points
  - **MA.912.F.3.AP.4:** Given a composite function within a mathematical or real-world context, identify the domain and range of the composite function.

- **MA.912.F.3.6:** Determine whether an inverse function exists by analyzing tables, graphs and equations.

  Related Access Points
  - **MA.912.F.3.AP.6:** Determine whether an inverse function exists by analyzing graphs and equations.

- **MA.912.F.3.7:** Represent the inverse of a function algebraically, graphically or in a table. Use composition of functions to verify that one function is the inverse of the other.

  Clarifications:
  Clarification 1: Instruction includes the understanding that a logarithmic function is the inverse of an exponential function.

  Related Access Points
  - **MA.912.F.3.AP.7:** Represent the inverse of a function algebraically. Use composition of functions to verify that one function is the inverse of the other.

- **MA.912.FL.3.1:** Compare simple, compound and continuously compounded interest over time.

  Clarifications:
  Clarification 1: Instruction includes taking into consideration the annual percentage rate (APR) when comparing simple and compound interest.

  Related Access Points
  - **MA.912.FL.3.AP.1:** Compare simple and compound interest over time.

- **MA.912.FL.3.2:**

  Solve real-world problems involving simple, compound and continuously compounded interest.

  Clarifications:

  Clarification 1: Within the Algebra 1 course, interest is limited to simple and compound.

  Related Access Points
  - **MA.912.FL.3.AP.2:** Solve real-world problems involving simple and compound interest.

- **MA.912.FL.3.4:**

  Explain the relationship between simple interest and linear growth. Explain the relationship between compound interest and exponential growth and the relationship between continuously compounded interest and exponential growth.

  Clarifications:

  Clarification 1: Within the Algebra 1 course, exponential growth is limited to compound interest.

  Related Access Points
  - **MA.912.FL.3.AP.4:** Identify the relationship between simple interest and linear growth. Identify the relationship between compound interest and exponential growth.

- **MA.912.NSO.1.3:** Generate equivalent algebraic expressions involving radicals or rational exponents using the properties of exponents.

Clarifications:
Clarification 1: Within the Algebra 2 course, radicands are limited to monomial algebraic expressions.

Related Access Points

- **MA.912.NSO.1.AP.3:** Using properties of exponents, identify equivalent algebraic expressions involving radicals and rational exponents. Radicands are limited to monomial algebraic expression.

- **MA.912.NSO.1.5:** Add, subtract, multiply and divide algebraic expressions involving radicals.

  Clarifications:
  Clarification 1: Within the Algebra 2 course, radicands are limited to monomial algebraic expressions.

  Related Access Points

  - **MA.912.NSO.1.AP.5:** Add and subtract algebraic expressions involving radicals. Radicands are limited to monomial algebraic expressions.

- **MA.912.NSO.1.6:** Given a numerical logarithmic expression, evaluate and generate equivalent numerical expressions using the properties of logarithms or exponents.

  Clarifications:
  Clarification 1: Within the Mathematics for Data and Financial Literacy Honors course, problem types focus on money and business.

  Related Access Points

  - **MA.912.NSO.1.AP.6:** Given a numerical logarithmic expression, identify an equivalent numerical expression using the properties of logarithms or exponents.

- **MA.912.NSO.1.7:** Given an algebraic logarithmic expression, generate an equivalent algebraic expression using the properties of logarithms or exponents.

  Clarifications:
  Clarification 1: Within the Mathematics for Data and Financial Literacy Honors course, problem types focus on money and business.

  Related Access Points

  - **MA.912.NSO.1.AP.7:** Given an algebraic logarithmic expression, identify an equivalent algebraic expression using the properties of logarithms or exponents.

- **MA.912.NSO.2.1:** Extend previous understanding of the real number system to include the complex number system. Add, subtract, multiply and divide complex numbers.

  Related Access Points

  - **MA.912.NSO.2.AP.1:** Extend previous understanding of the real number system to include the complex number system. Add and subtract complex numbers.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.

- Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:

  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.

- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:

  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.MA.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language

proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf.

General Information

Course Number: 7912095

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS ALGEBRA 2

Number of Credits: Course may be taken for up to two credits

Course Length: Multiple (M) - Course length can vary

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Status: Course Approved

Graduation Requirement: Mathematics

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Mathematics (Grades 6-12) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Mathematics (Grades 6-12) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Mathematics (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Mathematics (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Middle Grades Mathematics (Middle Grades 5-9)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Middle Grades Mathematics (Middle Grades 5-9)

- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mathematics (Grades 6-12) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mathematics (Grades 6-12) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mathematics (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mathematics (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Middle Grades Mathematics (Middle Grades 5-9)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Middle Grades Mathematics (Middle Grades 5-9)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Mathematics (Grades 6-12)

Access Mathematics for Data and Financial Literacy (#7912120)

Version: 2023 - And Beyond (current)

Access Courses:

Access courses are for students with the most significant cognitive disabilities. Access courses are designed to provide students access to grade-level general curriculum. Access points are alternate academic achievement standards included in access courses that target the salient content of Florida's standards. Access points are intentionally designed to academically challenge students with the most significant cognitive disabilities.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **MA.912.AR.1.1:**

  Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity.

  Clarifications:

  Clarification 1: Parts of an expression include factors, terms, constants, coefficients and variables.

  Clarification 2: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.

  Related Access Points
  - **MA.912.AR.1.AP.1:** Identify a part(s) of an equation or expression and explain the meaning within the context of a problem.

- **MA.912.AR.1.2:**

  Rearrange equations or formulas to isolate a quantity of interest.

  Clarifications:

  Clarification 1: Instruction includes using formulas for temperature, perimeter, area and volume; using equations for linear (standard, slope-intercept and point-slope forms) and quadratic (standard, factored and vertex forms) functions.

  Clarification 2: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.

  Related Access Points
  - **MA.912.AR.1.AP.2:** Rearrange an equation or a formula for a specific variable.

- **MA.912.AR.2.5:**

Solve and graph mathematical and real-world problems that are modeled with linear functions. Interpret key features and determine constraints in terms of the context.

Clarifications:

Clarification 1: Key features are limited to domain, range, intercepts and rate of change.

Clarification 2: Instruction includes the use of standard form, slope-intercept form and point-slope form.

Clarification 3: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation.

Clarification 4: Within the Algebra 1 course, notations for domain, range and constraints are limited to inequality and set-builder.

Clarification 5: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.

Related Access Points

- **MA.912.AR.2.AP.5:** Given a mathematical and/or real-world problem that is modeled with linear functions, solve the mathematical problem, or select the graph using key features (in terms of context) that represents this model.

- **MA.912.AR.5.7:** Solve and graph mathematical and real-world problems that are modeled with exponential functions. Interpret key features and determine constraints in terms of the context.

  Clarifications:
  Clarification 1: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; constant percent rate of change; end behavior and asymptotes.

  Clarification 2: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation.

  Clarification 3: Instruction includes understanding that when the logarithm of the dependent variable is taken and graphed, the exponential function will be transformed into a linear function.

  Clarification 4: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.

  Related Access Points

  - **MA.912.AR.5.AP.7:** Given a mathematical and/or real-world problem that is modeled with exponential functions, solve the mathematical problem, or select the graph using key features (in terms of context) that represents this model.

- **MA.912.DP.1.2:**

  Interpret data distributions represented in various ways. State whether the data is numerical or categorical, whether it is univariate or bivariate and interpret the different components and quantities in the display.

  Clarifications:

Clarification 1: Within the Probability and Statistics course, instruction includes the use of spreadsheets and technology.

Related Access Points

- **MA.912.DP.1.AP.2:** Given a univariate or bivariate data distribution (numerical or categorical), identify the different components and quantities in the display.

- **MA.912.DP.2.4:**

  Fit a linear function to bivariate numerical data that suggests a linear association and interpret the slope and y-intercept of the model. Use the model to solve real-world problems in terms of the context of the data.

  Clarifications:

  Clarification 1: Instruction includes fitting a linear function both informally and formally with the use of technology.

  Clarification 2: Problems include making a prediction or extrapolation, inside and outside the range of the data, based on the equation of the line of fit.

  Related Access Points

  - **MA.912.DP.2.AP.4:** Fit a linear function to bivariate numerical data that suggest a linear association and interpret the slope and y-intercept of the model.

- **MA.912.DP.3.1:**

  Construct a two-way frequency table summarizing bivariate categorical data. Interpret joint and marginal frequencies and determine possible associations in terms of a real-world context.

  Related Access Points

  - **MA.912.DP.3.AP.1:** When given a two-way frequency table summarizing bivariate categorical data, identify joint and marginal frequencies.

- **MA.912.DP.3.2:**

  Given marginal and conditional relative frequencies, construct a two-way relative frequency table summarizing categorical bivariate data.

  Clarifications:

  Clarification 1: Construction includes cases where not all frequencies are given but enough are provided to be able to construct a two-way relative frequency table.

  Clarification 2: Instruction includes the use of a tree diagram when calculating relative frequencies to construct tables.

  Related Access Points

  - **MA.912.DP.3.AP.2:** Given the marginal relative frequencies and a partially completed two-way table, calculate one missing value per row and/or per column.

- **MA.912.DP.3.3:**

Given a two-way relative frequency table or segmented bar graph summarizing categorical bivariate data, interpret joint, marginal and conditional relative frequencies in terms of a real-world context.

Clarifications:

Clarification 1: Instruction includes problems involving false positive and false negatives.

Related Access Points

- **MA.912.DP.3.AP.3:** Given a segmented bar graph summarizing categorical bivariate data, select the interpretation in terms of a real-world context.

- **MA.912.DP.5.11:** Evaluate reports based on data from diverse media, print and digital resources by interpreting graphs and tables; evaluating data-based arguments; determining whether a valid sampling method was used; or interpreting provided statistics.

  Clarifications:
  Clarification 1: Instruction includes determining whether or not data displays could be misleading.

  Related Access Points

  - **MA.912.DP.5.AP.11:** Given a graph representing data, select whether the graph is misleading or not (i.e., scale on x and y axis not consistent, circle graph does not add up to 100%; missing title or title doesn't represent data; or bar widths on bar graph are inconsistent).

- **MA.912.F.1.2:**

  Given a function represented in function notation, evaluate the function for an input in its domain. For a real-world context, interpret the output.

  Clarifications:

  Clarification 1: Problems include simple functions in two-variables, such as f(x,y)=3x-2y.

  Clarification 2: Within the Algebra 1 course, functions are limited to one-variable such as f(x)=3x.

  Related Access Points

  - **MA.912.F.1.AP.2:** Given a function represented in function notation, evaluate the function for an input in its domain.

- **MA.912.F.3.2:**

  Given a mathematical or real-world context, combine two or more functions, limited to linear, quadratic, exponential and polynomial, using arithmetic operations. When appropriate, include domain restrictions for the new function.

  Clarifications:

  Clarification 1: Instruction includes representing domain restrictions with inequality notation, interval notation or set-builder notation.

  Clarification 2: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.

Related Access Points

- **MA.912.F.3.AP.2:** Given a mathematical and/or real-world context, combine two or more functions, limited to linear, quadratic, and polynomial, using arithmetic operations of addition, subtraction, or multiplication.

- **MA.912.FL.1.1:** Extend previous knowledge of operations of fractions, percentages and decimals to solve real-world problems involving money and business.

  Clarifications:
  Clarification 1: Problems include discounts, markups, simple interest, tax, tips, fees, percent increase, percent decrease and percent error.

  Related Access Points

  - **MA.912.FL.1.AP.1:** Solve real-world problems involving money using percentages and decimals.

- **MA.912.FL.1.2:** Extend previous knowledge of ratios and proportional relationships to solve real-world problems involving money and business.

  Related Access Points

  - **MA.912.FL.1.AP.2:** Solve simple real-world problems involving money using ratios or proportions.

- **MA.912.FL.2.2:** Solve real-world problems involving profits, costs and revenues using spreadsheets and other technology.

  Clarifications:
  Clarification 1: Instruction includes the connection to data.

  Clarification 2: Instruction includes displaying profits and costs over time in a table or graph and using the graph to predict profits.

  Clarification 3: Problems include maximizing profits, maximizing revenues and minimizing costs.

  Related Access Points

  - **MA.912.FL.2.AP.2:** Calculate the profit when given the expenses and revenue from a real-world problem.

- **MA.912.FL.2.4:** Given current exchange rates, convert between currencies. Solve real-world problems involving exchange rates.

  Clarifications:
  Clarification 1: Instruction includes taking into account various fees, such as conversion fee, foreign transaction fee and dynamic concurrency conversion fee.

  Related Access Points

  - **MA.912.FL.2.AP.4:** Given current exchange rates, convert between currencies.

- **MA.912.FL.2.5:** Develop budgets that fit within various incomes using spreadsheets and other technology.

  Clarifications:
  Clarification 1: Instruction includes budgets for a business and for an individual.

  Clarification 2: Instruction includes taking into account various cash management strategies, such as checking and savings accounts, and how inflation may affect these strategies.

Related Access Points

- **MA.912.FL.2.AP.5:** Given typical monthly expenses (housing, utilities, food, etc.), determine the monthly income needed.

- **MA.912.FL.2.6:** Given a real-world scenario, complete and calculate federal income tax using spreadsheets and other technology.

  Clarifications:
  Clarification 1: Instruction includes understanding the difference between standardized deductions and itemized deductions.

  Clarification 2: Instruction includes the connection to piecewise linear functions with slopes relating to the marginal tax rates.

  Related Access Points

  - **MA.912.FL.2.AP.6:** Given a paycheck, identify the taxes taken out.

- **MA.912.FL.3.1:** Compare simple, compound and continuously compounded interest over time.

  Clarifications:
  Clarification 1: Instruction includes taking into consideration the annual percentage rate (APR) when comparing simple and compound interest.

  Related Access Points

  - **MA.912.FL.3.AP.1:** Compare simple and compound interest over time.

- **MA.912.FL.3.2:**

  Solve real-world problems involving simple, compound and continuously compounded interest.

  Clarifications:

  Clarification 1: Within the Algebra 1 course, interest is limited to simple and compound.

  Related Access Points

  - **MA.912.FL.3.AP.2:** Solve real-world problems involving simple and compound interest.

- **MA.912.FL.3.5:** Compare the advantages and disadvantages of using cash versus personal financing options.

  Clarifications:
  Clarification 1: Instruction includes advantages and disadvantages for a business and for an individual.

  Clarification 2: Personal financing options include debit cards, credit cards, installment plans and loans.

  Related Access Points

  - **MA.912.FL.3.AP.5:** Select the advantages and disadvantages of using cash versus credit.

- **MA.912.FL.3.6:** Calculate the finance charges and total amount due on a bill using various forms of credit using estimation, spreadsheets and other technology.

Clarifications:
Clarification 1: Instruction includes how annual percentage rate (APR) and periodic rate are calculated per month and the connection between the two percentages.

Related Access Points

- **MA.912.FL.3.AP.6:** Given a bill statement, identify the finance charge, interest rate and total amount due.

- **MA.912.FL.3.7:** Compare the advantages and disadvantages of different types of student loans by manipulating a variety of variables and calculating the total cost using spreadsheets and other technology.

  Clarifications:
  Clarification 1: Instruction includes students researching the latest information on different student loan options.

  Clarification 2: Instruction includes comparing subsidized (Stafford), unsubsidized, direct unsubsidized and PLUS loans.

  Clarification 3: Instruction includes considering different repayment plans, including deferred payments and forbearance.

  Clarification 4: Instruction includes how interest on student loans may affect one's income taxes.

  Related Access Points

  - **MA.912.FL.3.AP.7:** Given two different student loan options, compare the advantages and disadvantages of each loan's interest rate, monthly payment and total cost.

- **MA.912.FL.3.8:**

  Calculate using spreadsheets and other technology the total cost of purchasing consumer durables over time given different monthly payments, down payments, financing options and fees.

  Clarifications:

  Clarification 1: Instruction includes how interest on loans may affect one's income taxes.

  Related Access Points

  - **MA.912.FL.3.AP.8:** Given the total cost of an item purchased using two different payment plans, calculate the total cost difference of the item between payment plans.

- **MA.912.FL.3.9:**

  Compare the advantages and disadvantages of different types of mortgage loans by manipulating a variety of variables and calculating fees and total cost using spreadsheets and other technology.

  Clarifications:

  Clarification 1: Instruction includes understanding various considerations that qualify a buyer for a loan, such as Debt-to-Income ratio.

  Clarification 2: Fees include discount prices, origination fee, maximum brokerage fee on a net or gross loan, documentary stamps and prorated expenses.

Clarification 3: Instruction includes a cost comparison between a higher interest rate and fewer mortgage points versus a lower interest rate and more mortgage points.

Clarification 4: Instruction includes a cost comparison between the length of the mortgage loan, such as 30-year versus 15-year.

Clarification 5: Instruction includes adjustable rate loans, tax implications and equity for mortgages.

Related Access Points

- **MA.912.FL.3.AP.9:** Given two different mortgage loans, one 15-year and one 30-year, compare the advantages and disadvantages of each loan's interest rate, monthly payment and total cost.

- **MA.912.FL.3.10:** Analyze credit scores qualitatively. Explain how short-term and long-term purchases, including deferred payments, may increase or decrease credit scores. Explain how credit scores influence buying power.

  Clarifications:
  Clarification 1: Instruction includes how each of the following categories affects a credit score: past payment history, amount of debt, public records information, length of credit history and the number of recent credit inquiries.

  Clarification 2: Instruction includes how a credit score affects qualification and interest rate for a home mortgage.

  Related Access Points

  - **MA.912.FL.3.AP.10:** Identify how short-term and long-term purchases, past payment history, and amount of debt may increase or decrease credit scores.

- **MA.912.FL.3.11:** Given a real-world scenario, establish a plan to pay off debt.

  Clarifications:
  Clarification 1: Instruction includes the comparison of different plans to pay off the debt.

  Clarification 2: Instruction includes pay off plans for a business and for an individual.

  Related Access Points

  - **MA.912.FL.3.AP.11:** Given several payment plans, with the monthly payment calculated, select the plan that will reduce the debt the quickest.

- **MA.912.FL.4.1:** Calculate and compare various options, deductibles and fees for various types of insurance policies using spreadsheets and other technology.

  Clarifications:
  Clarification 1: Insurances include medical, car, homeowners, life and rental car.

  Clarification 2: Instruction includes types of insurance for a business and for an individual.

  Related Access Points

  - **MA.912.FL.4.AP.1:** Compare various options, deductibles and fees for various types of individual insurance policies, such as medical, car and/or homeowners' insurance.

- **MA.912.FL.4.4:** Collect, organize and interpret data to determine an effective retirement savings plan to meet personal financial goals using spreadsheets and other technology.

Clarifications:
Clarification 1: Instruction includes students researching the latest information on different retirement options.

Clarification 2: Instruction includes the understanding of the relationship between salaries and retirement plans.

Clarification 3: Instruction includes retirement plans from the perspective of a business and of an individual.

Clarification 4: Instruction includes the comparison of different types of retirement plans, including IRAs, pensions and annuities.

Related Access Points

- **MA.912.FL.4.AP.4:** Select a retirement savings plan to meet a given personal financial goal.

- **MA.912.FL.4.5:** Compare different ways that portfolios can be diversified in investments.

  Clarifications:
  Clarification 1: Instruction includes diversifying a portfolio with different types of stock and diversifying a portfolio by including both stocks and bonds.

  Related Access Points

  - **MA.912.FL.4.AP.5:** List an advantage of diversifying investments.

- **MA.912.FL.4.6:** Simulate the purchase of a stock portfolio with a set amount of money, and evaluate its worth over time considering gains, losses and selling, taking into account any associated fees.

  Related Access Points

  - **MA.912.FL.4.AP.6:** Simulate the buying and selling of a single stock and identify its worth over time.

- **MA.912.NSO.1.1:**

  Extend previous understanding of the Laws of Exponents to include rational exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions involving rational exponents.

  Clarifications:

  Clarification 1: Instruction includes the use of technology when appropriate.

  Clarification 2: Refer to the K-12 Formulas (Appendix E) for the Laws of Exponents.

  Clarification 3: Instruction includes converting between expressions involving rational exponents and expressions involving radicals.

  Clarification 4: Within the Mathematics for Data and Financial Literacy course, it is not the expectation to generate equivalent numerical expressions.

  Related Access Points

  - **MA.912.NSO.1.AP.1:** Evaluate numerical expressions involving rational exponents.

- **MA.912.NSO.1.2:**

Generate equivalent algebraic expressions using the properties of exponents.

Related Access Points

- **MA.912.NSO.1.AP.2:** Identify equivalent algebraic expressions using properties of exponents.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:

  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.

- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:

  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:

  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.MA.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf.

General Information

Course Number: 7912120

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS MATH DATA/FL

Number of Credits: Multiple Credit (more than 1 credit)

Course Length: Multiple (M) - Course length can vary

Course Type: Core Academic Course

Course Status: Draft - Course Pending Approval

Graduation Requirement: Mathematics

Educator Certifications

- Mathematics (Grades 6-12) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Mathematics (Grades 6-12) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Mathematics (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Mathematics (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Middle Grades Mathematics (Middle Grades 5-9)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Middle Grades Mathematics (Middle Grades 5-9)

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Mathematics (Secondary Grades 7-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Mathematics (Secondary Grades 7-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Mathematics (Grades 6-12) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mathematics (Grades 6-12) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mathematics (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mathematics (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Middle Grades Mathematics (Middle Grades 5-9)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Middle Grades Mathematics (Middle Grades 5-9)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Mathematics (Secondary Grades 7-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Mathematics (Secondary Grades 7-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Mathematics (Grades 6-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Mathematics (Grades 6-12)

- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Mathematics (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Mathematics (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Middle Grades Mathematics (Middle Grades 5-9)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Middle Grades Mathematics (Middle Grades 5-9)

CTE Substitution for Access Mathematics (#7912998)

Version: 2015 - And Beyond (current)

State Board of Education Rule 6A-1.09963, F.A.C., provides substitutions for students with disabilities using eligible career/technical courses containing content related to the course for which it is substituting, for both core access and non-access courses.

Students who receive a course substitution earn course credit counted toward high school graduation, with the exception of the following graduation requirements: Algebra 1, Biology, Economics, Geometry, United States Government, United States History, or World History.

A course substitution does not factor into a student's grade point average (GPA).

Course Information

General Information

Course Number: 7912998

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >

Abbreviated Title: CTE SUB ACC MATH

Number of Credits: One (1) credit

Course Length: Not Applicable

Course Type: Course Substitution

Course Status: State Board Approved

Grade Level(s): 9,10,11,12,30,31

Graduation Requirement: Mathematics

CTE Substitution for Mathematics (#7912999)

Version: 2015 - And Beyond (current)

State Board of Education Rule 6A-1.09963, F.A.C., provides substitutions for students with disabilities using eligible career/technical courses containing content related to the course for which it is substituting, for both core access and non-access courses.

Students who receive a course substitution earn course credit counted toward high school graduation, with the exception of the following graduation requirements: Algebra 1, Biology, Economics, Geometry, United States Government, United States History, or World History.

A course substitution does not factor into a student's grade point average (GPA).

Course Information

General Information

Course Number: 7912999

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >

Abbreviated Title: CTE SUB MATH

Number of Credits: One (1) credit

Course Length: Not Applicable

Course Type: Course Substitution

Course Status: State Board Approved

Grade Level(s): 9,10,11,12,30,31

Graduation Requirement: Mathematics

Specially Designed Physical Education (#7915010)

Version: 2015 - And Beyond (current)

A. Major Concepts/Content. The purpose of this course is to provide experience and opportunities for students with disabilities to develop motor skills and to participate in various physical activities that may be modified to meet individual needs.

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

- team sports

- independent sports

- recreational sports

- motor development

- physical fitness

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

B. Special Note. This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired postschool outcomes for adult

living and employment specified in the Transition Individual Educational Plan.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

Version Requirements

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

After successfully completing this course, the student will:

1. Perform physical movement skills at levels consistent with own capabilities.

2. Perform skills in individual and team activities at levels consistent with own capabilities.

3. Perform recreational skills involved in selected activities at levels consistent with own capabilities.

IF.A.1.In.1 complete productive and leisure activities used in the home and community.
IF.A.1.Su.1 complete productive and leisure activities used in the home and community–with guidance and support.
IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and community–with assistance.

4. Demonstrate understanding of the importance of regular participation in physical activities, fitness activities, and recreation for maintenance of physical well-being.

IF.A.1.In.2 complete personal care, health, and fitness activities.
IF.A.1.Su.2 complete personal care, health, and fitness activities–with guidance and support.
IF.A.1.Pa.2 participate in personal care, health, and safety routines–with assistance.

5. Use responsible personal and social behaviors when participating in physical activities.

IF.B.2.In.1 identify patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.
IF.B.2.Su.1 identify patterns of conduct that comply with social and environmental expectations in specified situations–with guidance and support.
IF.B.2.Su.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations–with guidance and support.
IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations–with guidance and support.
IF.B.2.Pa.1 participate in using patterns of conduct that comply with social and environmental expectations in specified situations–with assistance.
IF.B.2.Pa.2 participate in responding appropriately to unexpected events and potentially harmful situations–with assistance.

6. Use technology to participate in and gain knowledge about own individual fitness and recreation activities.

7. Select and participate regularly in physical activities based on availability in the community and personal choice at levels consistent with own capabilities.

General Information

Course Number: 7915010

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >

Abbreviated Title: SPECI DESIGN PE

Number of Credits: Multiple credits

Course Length: Multiple (M) - Course length can vary

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12,30,31
Graduation Requirement: Physical Education

Educator Certifications

- Physical Education (Grades 6-12)
- Physical Education (Grades 6-12) **Plus** Adaptive Physical Education Endorsement
- Physical Education (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12)

Access Health Opportunities Through Physical Education 9-12 (#7915015)

Version: 2023 - And Beyond (current)

HOPE-Physical Education (Core) - 3026010

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **PE.912.C.2.6:** Compare and contrast the health-related benefits of various physical activities.

  Related Access Points
  - **PE.912.C.2.In.f:** Describe the health-related benefits of various physical activities.
  - **PE.912.C.2.Su.f:** Identify the health-related benefits of various physical activities.
  - **PE.912.C.2.Pa.f:** Recognize the health-related benefits of various physical activities.

- **PE.912.C.2.7:** Evaluate the effectiveness of specific warm-up and cool-down activities.

  Related Access Points
  - **PE.912.C.2.In.g:** Examine the effectiveness of specific warm-up and cool-down activities.
  - **PE.912.C.2.Su.g:** Identify the effectiveness of specific warm-up and cool-down activities.
  - **PE.912.C.2.Pa.g:** Recognize the effect of a specific warm-up or cool-down activity.

- **PE.912.C.2.8:** Differentiate between the three different types of heat illnesses associated with fluid loss.

  Related Access Points
  - **PE.912.C.2.In.h:** Identify the three stages (types) of heat illnesses and the symptoms associated with fluid loss, such as heat cramps, heat exhaustion and heat stroke.
  - **PE.912.C.2.Su.h:** Identify symptoms of heat illnesses associated with fluid loss, such as heat cramps, heat exhaustion and heat stroke.
  - **PE.912.C.2.Pa.h:** Recognize a symptom of heat illnesses associated with fluid loss, such as heat cramps, heat exhaustion or heat stroke.

- **PE.912.C.2.9:** Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.

  Related Access Points
  - **PE.912.C.2.In.i:** Describe the precautions to be taken when exercising in extreme weather and environmental conditions.
  - **PE.912.C.2.Su.i:** Identify precautions to be taken when exercising in a variety of weather conditions or environmental conditions.
  - **PE.912.C.2.Pa.i:** Recognize a precaution to be taken when exercising in selected environmental conditions.

- **PE.912.C.2.10:** Analyze long-term benefits of regularly participating in physical activity.

  Related Access Points
  - **PE.912.C.2.In.j:** Describe long-term benefits of regularly participating in physical activity.
  - **PE.912.C.2.Su.j:** Identify long-term benefits of regularly participating in physical activity.
  - **PE.912.C.2.Pa.j:** Recognize a long-term benefit 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.

  Related Access Points
  - **PE.912.C.2.In.k:** Describe how each of the health-related components of fitness, such as physical conditioning, flexibility, cardiorespiratory endurance and body composition, are improved through the application of training principles.
  - **PE.912.C.2.Su.k:** Identify how health-related components of fitness, such as physical conditioning, flexibility, cardiorespiratory endurance and body composition are improved through the application of training principles.
  - **PE.912.C.2.Pa.k:** Recognize that exercise and training improves health-related fitness.

- **PE.912.C.2.12:** Compare and contrast aerobic versus anaerobic activities.

  Related Access Points
  - **PE.912.C.2.In.l:** Describe the differences between aerobic and anaerobic activities.
  - **PE.912.C.2.Su.l:** Identify the differences between aerobic and anaerobic activities.
  - **PE.912.C.2.Pa.l:** Recognize selected aerobic and anaerobic activities.

- **PE.912.C.2.13:** Document food intake, calories consumed and energy expended through physical activity and analyze the results.

  Related Access Points
  - **PE.912.C.2.In.m:** Document food intake, calories consumed and energy expended through physical activity and examine the results.
  - **PE.912.C.2.Su.m:** Document food intake and physical activity and identify the results.
  - **PE.912.C.2.Pa.m:** Document food intake and physical activity and recognize results.

- **PE.912.C.2.14:** Compare and contrast the skill-related components of fitness used in various physical activities.

  Related Access Points
  - **PE.912.C.2.In.n:** Identify differences in the skill-related components of fitness, such as speed, coordination, balance, power, agility and reaction time in various physical activities.
  - **PE.912.C.2.Su.n:** Recognize differences in the skill-related components of fitness, such as speed, coordination, balance, power, agility and reaction time in various physical activities.
  - **PE.912.C.2.Pa.n:** Recognize more than one skill-related components of fitness, such as speed, coordination, balance, power, agility or reaction time 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.

  Related Access Points
  - **PE.912.C.2.In.o:** Identify individual target heart rate and how to adjust intensity level to stay within the desired range.
  - **PE.912.C.2.Su.o:** Recognize individual target heart rate and how to adjust intensity level to stay within the desired range.
  - **PE.912.C.2.Pa.o:** Recognize the relationship between intensity level of physical activity and heart rate.

- **PE.912.C.2.16:** Explain the methods of monitoring levels of intensity during aerobic activity.

  Related Access Points

- **PE.912.C.2.In.p:** Describe methods of monitoring levels of intensity during aerobic activity, such as a talk test, rate of perceived exertion and heart rate/pulse.
- **PE.912.C.2.Su.p:** Identify methods of monitoring levels of intensity during aerobic activity, such as a talk test, rate of perceived exertion and heart rate/pulse.
- **PE.912.C.2.Pa.p:** Recognize selected methods of monitoring levels of intensity during aerobic activity, such as a talk test and heart rate/pulse.

- **PE.912.C.2.17:** Assess physiological effects of exercise during and after physical activity.

  Related Access Points
  - **PE.912.C.2.In.q:** Examine physiological effects of exercise, such as breathing, resting heart rate and blood pressure, during and after physical activity.
  - **PE.912.C.2.Su.q:** Identify physiological effects of exercise, such as breathing, resting heart rate and blood pressure, during and after physical activity.
  - **PE.912.C.2.Pa.q:** Recognize a physiological effect of exercise, such as breathing or resting heart rate, 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.

  Related Access Points
  - **PE.912.C.2.In.r:** Categorize information as true or false as it relates to consumer physical fitness products and programs, such as weight- loss pills, food labels and exercise equipment.
  - **PE.912.C.2.Su.r:** Identify information as true or false as it relates to consumer physical fitness products and programs, such as weight- loss pills, food labels and exercise equipment.
  - **PE.912.C.2.Pa.r:** Recognize information as it relates to a selected consumer physical fitness product, such as weight-loss pills, food labels or exercise equipment.

- **PE.912.C.2.22:** Explain the skill-related components of fitness and how they enhance performance levels.

  Related Access Points
  - **PE.912.C.2.In.v:** Describe the skill-related components of fitness such as balance, reaction time, agility, coordination, power and speed, and how they enhance performance levels.
  - **PE.912.C.2.Su.v:** Identify the skill-related components of fitness that enhance performance, such as balance, reaction time, agility, coordination, power and speed.
  - **PE.912.C.2.Pa.v:** Recognize a skill-related component of fitness that enhances performance, such as balance, reaction time, agility, coordination, power or speed.

- **PE.912.C.2.23:** Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.

  Related Access Points
  - **PE.912.C.2.In.w:** Use appropriate technology to assess, monitor and improve performance.
  - **PE.912.C.2.Su.w:** Use appropriate technology to monitor and improve performance.
  - **PE.912.C.2.Pa.w:** Use a selected technology to monitor or improve performance.

- **PE.912.C.2.25:** Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.

  Related Access Points

- **PE.912.C.2.In.y:** Describe the safety procedures, rules and equipment associated with specific course activities.
- **PE.912.C.2.Su.y:** Identify the safety procedures, rules and equipment associated with specific course activities.
- **PE.912.C.2.Pa.y:** Recognize the safety procedures, rules and equipment associated with specific course activities.

- **PE.912.C.2.27:** Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.

  Related Access Points
  - **PE.912.C.2.In.aa:** Examine how movement skills from one physical activity can be transferred and used in other physical activities.
  - **PE.912.C.2.Su.aa:** Identify how movement skills from one physical activity can be transferred and used in other physical activities.
  - **PE.912.C.2.Pa.aa:** Recognize that movement skills from one physical activity can be used in other physical activities.

- **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.

  Related Access Points
  - **PE.912.L.3.In.a:** 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.Su.a:** Participate in a variety of moderate to vigorous physical activities beyond physical education five or more days of the week.
  - **PE.912.L.3.Pa.a:** Participate in a variety of moderate to vigorous modified physical activities beyond physical education 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.

  Related Access Points
  - **PE.912.L.3.In.b:** Participate in a variety of basic activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility and body composition.
  - **PE.912.L.3.Su.b:** Participate in a variety of selected basic activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility and body composition.
  - **PE.912.L.3.Pa.b:** Participate in a variety of selected modified activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility and body composition.

- **PE.912.L.3.3:** Identify a variety of activities that promote effective stress management.

  Related Access Points
  - **PE.912.L.3.In.c:** Recognize a variety of basic activities that promote effective stress management.
  - **PE.912.L.3.Su.c:** Recognize a variety of selected basic activities that promote effective stress management.
  - **PE.912.L.3.Pa.c:** Recognize a variety of selected modified activities that promote effective stress management.

- **PE.912.L.3.4:** Identify the in-school opportunities for participation in a variety of physical activities.

  Related Access Points
  - **PE.912.L.3.In.d:** Recognize the in-school opportunities for participation in a variety of physical activities.
  - **PE.912.L.3.Su.d:** Recognize selected in-school opportunities for participation in physical activities.
  - **PE.912.L.3.Pa.d:** Recognize an in school opportunity for participation in physical activity.
- **PE.912.L.3.5:** Identify the community opportunities for participation in a variety of physical activities.

  Related Access Points
  - **PE.912.L.3.In.e:** Recognize community opportunities for participation in a variety of physical activities.
  - **PE.912.L.3.Su.e:** Recognize selected community opportunities for participation in a variety of physical activities.
  - **PE.912.L.3.Pa.e:** Recognize a selected community opportunity for participation in physical activity.
- **PE.912.L.3.6:** Identify risks and safety factors that may affect physical activity throughout life.

  Related Access Points
  - **PE.912.L.3.In.f:** Recognize risk and safety factors that can affect physical activity throughout life.
  - **PE.912.L.3.Su.f:** Recognize risk and safety factors that can affect physical activity for many years.
  - **PE.912.L.3.Pa.f:** Recognize a risk and a safety factor that can affect physical activity.
- **PE.912.L.4.1:** Design a personal fitness program.

  Related Access Points
  - **PE.912.L.4.In.a:** Design a personal fitness program that includes current fitness level.
  - **PE.912.L.4.Su.a:** Recognize timelines and current fitness level in a personal fitness program.
  - **PE.912.L.4.Pa.a:** Actively participate in modifying a personal fitness program in collaboration with a teacher.
- **PE.912.L.4.2:** Identify ways to self-assess and modify a personal fitness program.

  Related Access Points
  - **PE.912.L.4.In.b:** Recognize ways to self-assess and modify a personal fitness program.
  - **PE.912.L.4.Su.b:** Recognize ways to self-assess a personal fitness program.
  - **PE.912.L.4.Pa.b:** Recognize a self-assessment for a personal fitness program.
- **PE.912.L.4.3:** Identify strategies for setting goals when developing a personal fitness program.

  Related Access Points
  - **PE.912.L.4.In.c:** Select goals, identify strategies and create a timeline for a personal physical-activity plan.
  - **PE.912.L.4.Su.c:** Select goals, recognize strategies and create a timeline for a personal physical-activity plan.

- **PE.912.L.4.Pa.c:**

  Select a goal and timeline for a personal physical-activity plan.

- **PE.912.L.4.4:** Use available technology to assess, design and evaluate a personal fitness program.

  Related Access Points
  - **PE.912.L.4.In.d:** Use a variety of resources, including available technology, to design and assess a personal fitness program.
  - **PE.912.L.4.Su.d:** Use a variety of resources, including available technology, to assess a personal fitness program.
  - **PE.912.L.4.Pa.d:** Use resources, including available technology, to recognize the effect of a personal fitness program.

- **PE.912.L.4.5:** Apply the principles of training to personal fitness goals.

  Related Access Points
  - **PE.912.L.4.In.e:** Use the principles of training (overload, specificity and progression) in accordance with personal fitness goals.
  - **PE.912.L.4.Su.e:** Use selected principles of training (overload, specificity and progression) in accordance with personal fitness goals.
  - **PE.912.L.4.Pa.e:** Use a selected principle of training (overload, specificity or progression) in accordance with 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.

  Related Access Points
  - **PE.912.L.4.In.f:** Examine health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
  - **PE.912.L.4.Su.f:** Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
  - **PE.912.L.4.Pa.f:** Recognize health-related problems associated with low levels of physical activity.

- **PE.912.L.4.7:** Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.

  Related Access Points
  - **PE.912.L.4.In.g:** Examine how to make changes in an individual wellness plan as lifestyle changes occur.
  - **PE.912.L.4.Su.g:** Identify how to make changes in an individual wellness plan as lifestyle changes occur.
  - **PE.912.L.4.Pa.g:** Recognize changes in an individual wellness plan as lifestyle changes occur.

- **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.

  Related Access Points
  - **PE.912.M.1.In.l:** Select and perform basic movements using a variety of equipment that lead to improved or maintained muscular strength and endurance.

- **PE.912.M.1.Su.l:** Identify and perform basic movements using a variety of equipment that lead to improved or maintained muscular strength and endurance.
- **PE.912.M.1.Pa.l:** Perform basic movements using a variety of equipment that lead to improved or maintained muscular strength and endurance.

- **PE.912.M.1.13:** Perform a student-designed cardiorespiratory enhancing workout.

  Related Access Points
  - **PE.912.M.1.In.m:** Identify correct exercises and perform a cardiorespiratory-enhancing workout.
  - **PE.912.M.1.Su.m:** Recognize correct exercises and perform a cardiorespiratory-enhancing workout.
  - **PE.912.M.1.Pa.m:** Perform a cardiorespiratory-enhancing workout.

- **PE.912.M.1.14:** Utilize technology to assess, enhance and maintain health and skill-related fitness levels.

  Related Access Points
  - **PE.912.M.1.In.n:** Use technology to develop, enhance and maintain health and skill-related fitness levels.
  - **PE.912.M.1.Su.n:** Use technology to develop and maintain health and skill-related fitness levels.
  - **PE.912.M.1.Pa.n:** Use selected technology to develop health and skill-related fitness levels.

- **PE.912.M.1.15:** Select and apply sport/activity specific warm-up and cool-down techniques.

  Related Access Points
  - **PE.912.M.1.In.o:** Identify and use sports/activity specific warm-up and cool-down techniques.
  - **PE.912.M.1.Su.o:** Recognize and use activity specific warm-up and cool-down techniques.
  - **PE.912.M.1.Pa.o:** Perform an activity specific warm-up and cool-down technique.

- **PE.912.M.1.16:** Apply the principles of training and conditioning to accommodate individual needs and strengths.

  Related Access Points
  - **PE.912.M.1.In.p:** Use the principles of training (overload, specificity and progression) and conditioning (frequency, intensity, time and type) to accommodate individual needs and strengths.
  - **PE.912.M.1.Su.p:** Use selected principles of training (overload, specificity or progression) and conditioning (frequency, intensity, time and type) to accommodate individual needs and strengths.
  - **PE.912.M.1.Pa.p:** Use selected principles of training (overload, specificity or progression) and conditioning (frequency, intensity, time and type) to accommodate individual needs and strengths for selected modified physical activities.

- **PE.912.M.1.17:** Demonstrate basic cardiopulmonary resuscitation (CPR) procedures.

  Related Access Points
  - **PE.912.M.1.In.q:** Perform basic cardiopulmonary resuscitation procedures.
  - **PE.912.M.1.Su.q:** Imitate basic cardiopulmonary resuscitation procedures.
  - **PE.912.M.1.Pa.q:** Perform guided basic emergency response procedures.

- **PE.912.M.1.19:** Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.

  Related Access Points
  - **PE.912.M.1.In.s:** Use correct body alignment, strength and flexibility to perform technical movements in gymnastics.
  - **PE.912.M.1.Su.s:** Use strength and flexibility to perform technical movements in basic gymnastics.
  - **PE.912.M.1.Pa.s:** Use strength and flexibility to perform guided movements in basic gymnastics.

- **PE.912.M.1.33:** Practice complex motor activities in order to improve performance.

  Related Access Points
  - **PE.912.M.1.In.ag:** Practice motor activities in order to improve performance.
  - **PE.912.M.1.Su.ag:** Practice basic motor activities in order to improve performance.
  - **PE.912.M.1.Pa.ag:** Practice modified movement (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.

  Related Access Points
  - **PE.912.M.1.In.ah:** Use selected mechanical principles, such as balance, force or leverage, as they apply to specific course activities.
  - **PE.912.M.1.Su.ah:** Use a mechanical principle, such as balance, force or leverage, as it applies to selected course activities.
  - **PE.912.M.1.Pa.ah:** Use a mechanical principle, such as balance, force or leverage, as it applies to selected modified course activities.

- **PE.912.M.1.35:** Select proper equipment and apply all appropriate safety procedures necessary for participation.

  Related Access Points
  - **PE.912.M.1.In.ai:** Identify proper equipment and demonstrate all safety procedures for participation.
  - **PE.912.M.1.Su.ai:** Recognize proper equipment and demonstrates all safety procedures for participation.
  - **PE.912.M.1.Pa.ai:** Perform all safety procedures for participation.

- **PE.912.R.5.2:** Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.

  Related Access Points
  - **PE.912.R.5.In.b:** Identify strategies for including persons of diverse backgrounds and abilities in a variety of physical activities.
  - **PE.912.R.5.Su.b:** Recognize strategies for including persons of diverse backgrounds and abilities in a variety of physical activities.
  - **PE.912.R.5.Pa.b:** Participate cooperatively with persons of diverse backgrounds and abilities in a variety of physical activities.

- **PE.912.R.5.3:** Demonstrate sportsmanship during game situations.

  Related Access Points

- **PE.912.R.5.In.c:** Use responsible behaviors during physical activities, such as controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.
- **PE.912.R.5.Su.c:** Use responsible behaviors during selected physical activities, such as controlling emotions, respecting opponents and officials and accepting both victory and defeat.
- **PE.912.R.5.Pa.c:** Use selected responsible behaviors during selected physical activities, such as controlling emotions and respecting opponents and officials.

- **PE.912.R.5.4:** Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.

  Related Access Points
  - **PE.912.R.5.In.d:** Use appropriate personal, social and ethical behavior while participating in a variety of physical activities.
  - **PE.912.R.5.Su.d:** Use appropriate personal and ethical behavior while participating in a variety of physical activities.
  - **PE.912.R.5.Pa.d:** Use appropriate personal 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.

  Related Access Points
  - **PE.912.R.5.In.e:** Identify appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
  - **PE.912.R.5.Su.e:** Use appropriate etiquette, respect for facilities and safe behaviors while participating in a variety of physical activities.
  - **PE.912.R.5.Pa.e:** Use appropriate etiquette and safe behaviors while participating in a variety of physical activities.

- **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.

  Related Access Points
  - **PE.912.R.6.In.a:** Identify 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.Su.a:** Recognize selected 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.Pa.a:** Associate opportunity to participate in physical activity outside of the school setting with personal enjoyment or the maintenance of a healthy lifestyle.

- **PE.912.R.6.2:** Analyze physical activities from which benefits can be derived.

  Related Access Points
  - **PE.912.R.6.In.b:** Describe physical activities from which physical, mental, emotional and social benefits can be derived.
  - **PE.912.R.6.Su.b:** Identify from which physical, mental, emotional and social benefits can be derived.
  - **PE.912.R.6.Pa.b:** Associate physical activities with selected benefits, such as physical, mental, emotional or social.

- **PE.912.R.6.3:** Analyze the roles of games, sports and/or physical activities in other cultures.

Related Access Points

- **PE.912.R.6.In.c:** Describe the role of games, sports or physical activities in other cultures.
- **PE.912.R.6.Su.c:** Identify the role of games, sports or physical activities in other cultures.
- **PE.912.R.6.Pa.c:** Recognize a benefit of games, sports or physical activities in other cultures.

- **HE.912.B.4.2 (Archived Standard):** Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

  Related Access Points

  - **HE.912.B.4.In.b:** Determine effective refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks, such as validating other's opinions, making direct and active statements, and offering alternatives.
  - **HE.912.B.4.Su.b:** Demonstrate selected effective refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks, such as validating other's opinions, making direct and active statements, and offering alternatives.
  - **HE.912.B.4.Pa.b:** Use a refusal, a negotiation, or a collaboration skill to avoid or reduce personal health risks or resolve conflicts, such as stating desires clearly, offering alternatives, using "I" messages, expressing emotions, or making direct statements.

- **HE.912.B.4.3 (Archived Standard):** Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

  Related Access Points

  - **HE.912.B.4.In.c:** Use basic strategies to prevent or resolve interpersonal conflicts without harming self or others, such as using effective verbal and nonverbal communication, compromising, and using conflict-resolution skills.
  - **HE.912.B.4.Su.c:** Use a basic strategy to prevent or resolve interpersonal conflicts without harming self or others, such as using effective verbal and nonverbal communication, compromising, or using conflict-resolution skills.
  - **HE.912.B.4.Pa.c:** Use a refusal, a negotiation, or a collaboration skill to avoid or reduce personal health risks or resolve conflicts, such as stating desires clearly, offering alternatives, using "I" messages, expressing emotions, or making direct statements.

- **HE.912.B.4.4 (Archived Standard):** Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.

  Related Access Points

  - **HE.912.B.4.In.d:** Explain the effectiveness of various ways of asking for and offering assistance to enhance the health of self and others, such as verbalizing, writing, listening actively, and seeking help for a friend.
  - **HE.912.B.4.Su.d:** Describe effective ways to ask for and offer assistance to enhance the health of self and others, such as verbalizing, writing, listening actively, and seeking help for a friend.
  - **HE.912.B.4.Pa.d:** Identify an effective way to ask for and offer assistance to enhance the health of self and others, such as verbalizing, listening actively, and seeking help for a friend.

- **HE.912.B.5.1 (Archived Standard):** Determine the value of applying a thoughtful decision-making process in health-related situations.

  Related Access Points

- **HE.912.B.5.In.0:** Describe the value of applying a thoughtful decision-making process in health-related situations, such as decisions regarding sexual activity, alcohol consumption, and organ donation.
- **HE.912.B.5.Su.0:** Identify the value of applying a thoughtful decision-making process in health-related situations, such as decisions regarding sexual activity, alcohol consumption, and organ donation.
- **HE.912.B.5.Pa.0:** Recognize a health-related situation that requires the application of a thoughtful decision-making process, such as decisions regarding sexual activity, alcohol consumption, and organ donation.

- **HE.912.B.5.2 (Archived Standard):** Generate alternatives to health-related issues or problems.

  Related Access Points
  - **HE.912.B.5.In.1:** Explain alternatives to health-related issues or problems, such as the health benefits of menu options, getting enough physical activity, and practicing refusal skills.
  - **HE.912.B.5.Su.1:** Describe alternatives to health-related issues or problems, such as the health benefits of menu options, getting enough physical activity, and practicing refusal skills.
  - **HE.912.B.5.Pa.1:** Recognize healthy and unhealthy alternatives to selected health-related issues or problems, such as the health benefits of menu options, getting enough physical activity, and practicing refusal skills.

- **HE.912.B.5.3 (Archived Standard):** Appraise the potential short-term and long-term outcomes of each alternative on self and others.

  Related Access Points
  - **HE.912.B.5.In.2:** Describe the potential short-term and long-term outcomes of each alternative on self or others when making a health-related decision, such as a nutrition plan based on personal needs and preferences, the impact of chronic health conditions on the individual and family, and weapons on campus.
  - **HE.912.B.5.Su.2:** Identify the potential short-term and long-term outcomes of each alternative on self or others when making a health-related decision, such as a nutrition plan based on personal needs and preferences, the impact of chronic health conditions on the individual and family, and weapons on campus.
  - **HE.912.B.5.Pa.2:** Recognize a potential outcome of each option on self when making a health-related decision, such as a nutrition plan based on personal needs and preferences, the impact of chronic health conditions on the individual, or weapons on campus.

- **HE.912.B.5.4 (Archived Standard):** Assess whether individual or collaborative decision making is needed to make a healthy decision.

  Related Access Points
  - **HE.912.B.5.In.3:** Determine whether individual or collaborative decision making is needed to make a healthy decision, such as planning a post-high-school career or education, purchasing the family's groceries, planning a weekly menu, and planning activities for siblings.
  - **HE.912.B.5.Su.3:** Determine whether individual or collaborative decision making is needed to make a healthy decision in selected situations, such as planning a post-high-school career or education, purchasing the family's groceries, planning a weekly menu, and planning activities for siblings.

- **HE.912.B.5.Pa.3:** Identify the need for individual or collaborative decision making in selected health-related situations, such as planning a post-high-school career/education, purchasing the family's groceries, planning a weekly menu, and planning activities for siblings.

- **HE.912.B.6.1 (Archived Standard):** Evaluate personal health practices and overall health status to include all dimensions of health.

  Related Access Points

  - **HE.912.B.6.In.0:** Assess personal health practices and identifies overall health status for multiple dimensions of health, such as personal strengths, physical fitness, peer relationships, environmental health, and personal hygiene.
  - **HE.912.B.6.Su.0:** Examine personal health practices and recognize overall health status for a selected dimension of health, such as personal strengths, physical fitness, peer relationships, environmental health, and personal hygiene.
  - **HE.912.B.6.Pa.0:** Recognize personal health practices and overall health status, such as personal strengths, physical fitness, peer relationships, environmental health, and good personal hygiene.

- **HE.912.B.6.2 (Archived Standard):** Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.

  Related Access Points

  - **HE.912.B.6.In.1:** Use selected strategies to develop a plan to attain a personal health goal that addresses strengths, needs, and risks, such as weight management, comprehensive physical fitness, stress management, dating relationships, or risky behaviors.
  - **HE.912.B.6.Su.1:** Follow a selected procedure to develop a plan to attain a personal health goal that addresses strengths, needs, and risks, such as weight management, comprehensive physical fitness, stress management, dating relationships, or risky behaviors.
  - **HE.912.B.6.Pa.1:** Follow guided steps to develop a selected plan for achieving a personal health goal that addresses strengths, needs, and risks, such as weight management, comprehensive physical fitness, stress management, dating relationships, or risky behaviors.

- **HE.912.B.6.3 (Archived Standard):** Implement strategies and monitor progress in achieving a personal health goal.

  Related Access Points

  - **HE.912.B.6.In.2:** Use strategies and monitor progress toward achieving a personal health goal, such as stress management, time out, use a squeeze ball when frustrated, talk with a friend or professional, pace oneself, set realistic expectations, use rewards, and get support.
  - **HE.912.B.6.Su.2:** Use selected strategies and monitor progress toward achieving a personal health goal, such as stress management, time out, use a squeeze ball when frustrated, talk with a friend or professional, pace oneself, set realistic expectations, use rewards, and get support.
  - **HE.912.B.6.Pa.2:** Use a selected strategy and track progress toward achieving a personal health goal, such as time out, using a squeeze ball when frustrated, talking with a friend or professional, or using rewards and supports.

- **HE.912.B.6.4 (Archived Standard):** Formulate an effective long-term personal health plan.

  Related Access Points

- **HE.912.B.6.In.3:** Develop an effective long-term personal health plan, such as stress reduction, weight management, healthier eating habits, or improved physical fitness.
- **HE.912.B.6.Su.3:** Identify an effective personal health plan for a period of time, such as stress reduction, weight management, healthier eating habits, or improved physical fitness.
- **HE.912.B.6.Pa.3:** Follow guided steps to develop an effective personal health plan for a period of time, such as stress reduction, weight management, healthier eating habits, or improved physical fitness.

- **HE.912.C.1.1 (Archived Standard):** Predict how healthy behaviors can affect health status.

  Related Access Points
  - **HE.912.C.1.In.a:** Explain how healthy behaviors can affect health status, such as healthy fast-food selections, regular medical screenings, and regular physical activity.
  - **HE.912.C.1.Su.a:** Identify how healthy behaviors can affect health status, such as healthy fast-food selections, regular medical screenings, and regular physical activity.
  - **HE.912.C.1.Pa.a:** Recognize ways personal health can be affected by healthy behaviors, such as healthy fast-food selections, regular medical checkups, and physical activity.

- **HE.912.C.1.2 (Archived Standard):** Interpret the significance of interrelationships in mental/emotional, physical, and social health.

  Related Access Points
  - **HE.912.C.1.In.b:** Explain the interrelationships of mental/emotional, intellectual, physical, and social health, such as how drinking alcohol or sexual activity impacts physical, social, and mental/emotional dimensions of health.
  - **HE.912.C.1.Su.b:** Identify the interrelationship between healthy behaviors and the dimensions of health (physical, mental/emotional, social, and intellectual), such as how drinking alcohol or sexual activity impacts physical and social dimensions of health.
  - **HE.912.C.1.Pa.b:** Distinguish between healthy and unhealthy physical, mental/emotional, social, and intellectual behaviors, such as drinking alcohol or avoiding alcohol, and appropriate or inappropriate sexual behaviors.

- **HE.912.C.1.4 (Archived Standard):** Propose strategies to reduce or prevent injuries and health problems.

  Related Access Points
  - **HE.912.C.1.In.d:** Describe strategies to reduce or prevent injuries and health problems, such as mandatory passenger- restraint and helmet laws, mandatory immunizations, and proper handling of food.
  - **HE.912.C.1.Su.d:** Identify strategies to reduce or prevent injuries and other adolescent health problems, such as mandatory passenger-restraint and helmet laws, mandatory immunizations, and proper handling of food.
  - **HE.912.C.1.Pa.d:** Recognize a strategy to prevent injury and adolescent health problems, such as mandatory passenger- restraint/helmet laws, or proper handling of food.

- **HE.912.C.1.5 (Archived Standard):** Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.

  Related Access Points
  - **HE.912.C.1.In.e:** Describe strategies for prevention, detection, and treatment of common communicable and chronic diseases, such as preventing and treating obesity, early detection of cancer, and getting adequate physical exercise to help prevent diabetes and heart disease.

- **HE.912.C.1.Su.e:** Identify common strategies for prevention, detection, and treatment of common communicable and chronic diseases, such as preventing and treating obesity, early detection of cancer, and getting adequate physical exercise to help prevent diabetes and heart disease.
- **HE.912.C.1.Pa.e:** Recognize selected strategies for prevention of common communicable diseases, such as sanitization, avoiding direct contact with infection, and proper disposal of hygiene products.

- **HE.912.C.1.7 (Archived Standard):** Analyze how heredity and family history can impact personal health.

  Related Access Points
  - **HE.912.C.1.In.g:** Explain how heredity and family history can impact personal health, such as drug use, family obesity, heart disease, and mental health.
  - **HE.912.C.1.Su.g:** Describe ways personal health can be affected by heredity and family history, such as drug use, family obesity, heart disease, and mental health.
  - **HE.912.C.1.Pa.g:** Recognize ways personal health can be affected by heredity or family history, such as drug use, family obesity, heart disease, and mental health.

- **HE.912.C.1.8 (Archived Standard):** Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.

  Related Access Points
  - **HE.912.C.1.In.h:** Predict the likelihood of injury, illness, or death from engaging in unhealthy behaviors, such as death from alcohol poisoning, cancer and chronic lung disease related to tobacco use, overdose from illegal drug use, or engaging in risky games.
  - **HE.912.C.1.Su.h:** Describe the likelihood of injury, illness, or death from engaging in unhealthy behaviors, such as death from alcohol poisoning, cancer and chronic lung disease related to tobacco use, overdose from illegal drug use, or engaging in risky games.
  - **HE.912.C.1.Pa.h:** Recognize likely injuries or illnesses resulting from engaging in unhealthy behaviors, such as death or injury from drinking and driving, injuries resulting from fighting and bullying, and infections from poor hygiene.

- **HE.912.C.2.1 (Archived Standard):** Analyze how the family influences the health of individuals.

  Related Access Points
  - **HE.912.C.2.In.a:** Explain how the family influences the health of individuals, such as nutritional management of meals, the composition of the family, and health-insurance status.
  - **HE.912.C.2.Su.a:** Describe how the family influences the health of individuals, such as providing nutritious meals, the composition of the family, and health-insurance status.
  - **HE.912.C.2.Pa.a:** Recognize selected ways the family influences the health of family members, such as providing nutritious meals and the composition of the family.

- **HE.912.C.2.2 (Archived Standard):** Compare how peers influence healthy and unhealthy behaviors.

  Related Access Points
  - **HE.912.C.2.In.b:** Examine how peers influence healthy and unhealthy behaviors, such as binge drinking and social groups, pressuring a girlfriend or boyfriend to be sexually active, and student recommendations for school vending machines.

- **HE.912.C.2.Su.b:** Describe how peers influence healthy and unhealthy behaviors, such as drinking alcohol in social groups, pressuring a girlfriend or boyfriend to be sexually active, and making recommendations for school vending machines.
- **HE.912.C.2.Pa.b:** Recognize ways peers influence healthy or unhealthy behaviors, such as drinking alcohol in social groups, pressuring a girlfriend or boyfriend to be sexually active, and making recommendations for school vending machines.

- **HE.912.C.2.3 (Archived Standard):** Assess how the school and community can affect personal health practice and behaviors.

  Related Access Points
  - **HE.912.C.2.In.c:** Describe how the school and community can influence personal health practice and behavior, such as healthy foods in vending machines, required health education, and health screenings.
  - **HE.912.C.2.Su.c:** Identify how the school and community can influence personal health practice and behavior, such as having healthy food in vending machines, required health education, and health screenings.
  - **HE.912.C.2.Pa.c:** Recognize ways the school and community can influence personal health, such as having healthy food in vending machines, required health education, and health screenings.

- **HE.912.C.2.4 (Archived Standard):** Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

  Related Access Points
  - **HE.912.C.2.In.d:** Describe how public-health policies and government regulations can influence health promotion and disease prevention, such as enforcing seat-belt laws, preventing underage alcohol sales, and reporting communicable diseases.
  - **HE.912.C.2.Su.d:** Identify ways school and public-health policies can influence health promotion and disease prevention, such as enforcing seat-belt laws, preventing underage alcohol sales, and reporting communicable diseases.
  - **HE.912.C.2.Pa.d:** Recognize ways selected school and public-health policies can influence health promotion and disease prevention, such as enforcing seat-belt laws, preventing underage alcohol sales, and assessing health status.

- **HE.912.C.2.5 (Archived Standard):** Evaluate the effect of media on personal and family health.

  Related Access Points
  - **HE.912.C.2.In.e:** Examine the effect of media on personal and family health, such as comparing name- and store-brand items in the home, analyzing television-viewing habits, and identifying effective public-service announcements (PSAs).
  - **HE.912.C.2.Su.e:** Describe the effect of media on personal and family health, such as comparing name- and store-brand items in the home, analyzing television-viewing habits, and identifying effective public-service announcements (PSAs).
  - **HE.912.C.2.Pa.e:** Recognize the effect of media on personal and family health, such as television-viewing habits and sedentary lifestyle and identifying effective public-service announcements (PSAs).

- **HE.912.C.2.6 (Archived Standard):** Evaluate the impact of technology on personal, family, and community health.

  Related Access Points

- **HE.912.C.2.In.f:** Explain the impact of technology on personal, family, or community health, such as the availability of automated external defibrillators (AEDs) in the community, audible directions on pedestrian crosswalks, and hotlines such as 211 or related websites.
- **HE.912.C.2.Su.f:** Describe the impact of technology on personal, family, and community health, such as the availability of automated external defibrillators (AEDs) in the community, audible directions on pedestrian crosswalks, and hotlines such as 211 or related websites.
- **HE.912.C.2.Pa.f:** Recognize a way that technology impacts personal, family, or community health, such as the availability of audible directions on pedestrian crosswalks or hotlines such as 211 or related websites.

- **HE.912.C.2.7 (Archived Standard):** Analyze how culture supports and challenges health beliefs, practices, and behaviors.

  Related Access Points
  - **HE.912.C.2.In.g:** Describe ways that culture supports and challenges health beliefs, practices, and behaviors, such as dietary patterns, rites of passage, and courtship practices.
  - **HE.912.C.2.Su.g:** Identify ways culture influences health beliefs, practices, and behaviors, such as dietary patterns, rites of passage, and courtship practices.
  - **HE.912.C.2.Pa.g:** Recognize ways common social or cultural practices (norms) influence healthy and unhealthy behaviors, such as becoming a teen parent, binge drinking, dietary patterns, rites of passage, and courtship practices.

- **HE.912.C.2.8 (Archived Standard):** Analyze how the perceptions of norms influence healthy and unhealthy behaviors.

  Related Access Points
  - **HE.912.C.2.In.h:** Describe how the perceptions of social norms influence healthy and unhealthy behaviors, such as driving over the speed limit, becoming a teen parent, and binge drinking.
  - **HE.912.C.2.Su.h:** Describe how the perceptions of selected social norms influence healthy and unhealthy behaviors, such as driving over the speed limit, becoming a teen parent, and binge drinking.
  - **HE.912.C.2.Pa.h:** Recognize ways common social or cultural practices (norms) influence healthy and unhealthy behaviors, such as becoming a teen parent, binge drinking, dietary patterns, rites of passage, and courtship practices.

- **HE.912.C.2.9 (Archived Standard):** Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.

  Related Access Points
  - **HE.912.C.2.In.i:** Explain how personal values, attitudes, and beliefs influence individual health practices and behaviors.
  - **HE.912.C.2.Su.i:** Identify how personal values, attitudes, and beliefs influence individual health practices and behaviors.
  - **HE.912.C.2.Pa.i:** Identify how a personal value, attitudes, or belief influences an individual health practice or behavior.

- **HE.912.P.7.1 (Archived Standard):** Analyze the role of individual responsibility in enhancing health.

  Related Access Points

- **HE.912.P.7.In.0:** Examine the role of individual responsibility in enhancing health, such as making good fast-food choices, recognizing the influence of media messages, and recognizing the future impact of lifestyle choices.
- **HE.912.P.7.Su.0:** Explain the role of individual responsibility in enhancing health, such as making good fast-food choices, recognizing the influence of media messages, and recognizing the future impact of lifestyle choices.
- **HE.912.P.7.Pa.0:** Identify that it is important to take personal responsibility for enhancing health, such as making good fast- food choices, recognizing the influence of media messages, and recognizing the future impact of lifestyle choices.

- **HE.912.P.7.2 (Archived Standard):** Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.

  Related Access Points
  - **HE.912.P.7.In.1:** Examine healthy practices and behaviors that will maintain or improve health, and reduce health risks, such as avoiding drug use and abuse, abstaining from sexual activity, having a healthy diet, avoiding riding with impaired drivers, making good personal lifestyle choices, and seeking mental-health services when needed.
  - **HE.912.P.7.Su.1:** Explain healthy practices and behaviors that will maintain or improve health, and reduce health risks, such as avoiding drug use and abuse, abstaining from sexual activity, having a healthy diet, avoiding riding with impaired drivers, making good personal lifestyle choices, and seeking mental-health services when needed.
  - **HE.912.P.7.Pa.1:** Identify selected practices and behaviors that will maintain or improve health, and reduce health risks, such as avoiding drug use and abuse, abstaining from sexual activity, having a healthy diet, avoiding riding with impaired drivers, making good personal lifestyle choices, and seeking mental-health services when needed.

- **HE.912.P.8.1 (Archived Standard):** Demonstrate how to influence and support others in making positive health choices.

  Related Access Points
  - **HE.912.P.8.In.0:** Demonstrate basic ways to influence and support others in making positive health choices, such as avoiding underage drinking, preventing someone from driving under the influence, preventing suicide, and promoting healthy dating, and personal relationships.
  - **HE.912.P.8.Su.0:** Demonstrate a basic way to influence and support others in making positive health choices, such as avoiding underage drinking, preventing someone from driving under the influence, preventing suicide, and promoting healthy dating, and personal relationships.
  - **HE.912.P.8.Pa.0:** Encourage others to make positive health choices.

- **HE.912.P.8.3 (Archived Standard):** Work cooperatively as an advocate for improving personal, family, and community health.

  Related Access Points
  - **HE.912.P.8.In.2:** Work with others to advocate for improving personal, family, and community health, such as supporting local availability of healthy food options, and shopping at environmentally friendly vendors.
  - **HE.912.P.8.Su.2:** Work with others to promote health practices that improve personal, family, or community health, such as supporting local availability of healthy food options, and environmentally friendly shopping.
  - **HE.912.P.8.Pa.2:** Work with others to promote healthy practices for individuals, peers, families, or schools, such as healthy food options, or environmentally friendly shopping.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.

- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7915015

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS HOPE 9-12

Number of Credits: Course may be taken for up to two credits

Course Length: Multiple (M) - Course length can vary

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12,30,31

Graduation Requirement: Physical Education

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12)

- Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Physical Education (Grades 6-12)
- Physical Education (Elementary and Secondary Grades K-12)
- Physical Education (Grades 6-12) **Plus** Adaptive Physical Education Endorsement

Access Personal Fitness (#7915020)

Version: 2026 - And Beyond (current)

Personal Fitness - 1501300

The purpose of this course is to provide the knowledge and skills necessary for students to become healthy and physically active for a lifetime. This course addresses both the health and skills-based components of physical fitness, which are critical for students' success.

In addition to the physical education content, specific health education topics within this course include, but are not limited to:

- Injury Prevention and Safety
- Internet Safety
- Nutrition
- Personal Health
- Prevention and Control of Disease
- Substance Use and Abuse Prevention
- Awareness of the Benefits of Abstinence
- Resiliency Education

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **PE.912.C.2.15:** Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.

  Related Access Points
  - **PE.912.C.2.In.o:** Identify individual target heart rate and how to adjust intensity level to stay within the desired range.
  - **PE.912.C.2.Su.o:** Recognize individual target heart rate and how to adjust intensity level to stay within the desired range.
  - **PE.912.C.2.Pa.o:** Recognize the relationship between intensity level of physical activity and heart rate.

- **PE.912.C.2.16:** Explain the methods of monitoring levels of intensity during aerobic activity.

  Related Access Points
  - **PE.912.C.2.In.p:** Describe methods of monitoring levels of intensity during aerobic activity, such as a talk test, rate of perceived exertion and heart rate/pulse.
  - **PE.912.C.2.Su.p:** Identify methods of monitoring levels of intensity during aerobic activity, such as a talk test, rate of perceived exertion and heart rate/pulse.
  - **PE.912.C.2.Pa.p:** Recognize selected methods of monitoring levels of intensity during aerobic activity, such as a talk test and heart rate/pulse.

- **PE.912.C.2.17:** Assess physiological effects of exercise during and after physical activity.

  Related Access Points
  - **PE.912.C.2.In.q:** Examine physiological effects of exercise, such as breathing, resting heart rate and blood pressure, during and after physical activity.

- **PE.912.C.2.Su.q:** Identify physiological effects of exercise, such as breathing, resting heart rate and blood pressure, during and after physical activity.
- **PE.912.C.2.Pa.q:** Recognize a physiological effect of exercise, such as breathing or resting heart rate, 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.

  Related Access Points
  - **PE.912.C.2.In.r:** Categorize information as true or false as it relates to consumer physical fitness products and programs, such as weight- loss pills, food labels and exercise equipment.
  - **PE.912.C.2.Su.r:** Identify information as true or false as it relates to consumer physical fitness products and programs, such as weight- loss pills, food labels and exercise equipment.
  - **PE.912.C.2.Pa.r:** Recognize information as it relates to a selected consumer physical fitness product, such as weight-loss pills, food labels or exercise equipment.

- **PE.912.C.2.22:** Explain the skill-related components of fitness and how they enhance performance levels.

  Related Access Points
  - **PE.912.C.2.In.v:** Describe the skill-related components of fitness such as balance, reaction time, agility, coordination, power and speed, and how they enhance performance levels.
  - **PE.912.C.2.Su.v:** Identify the skill-related components of fitness that enhance performance, such as balance, reaction time, agility, coordination, power and speed.
  - **PE.912.C.2.Pa.v:** Recognize a skill-related component of fitness that enhances performance, such as balance, reaction time, agility, coordination, power or speed.

- **PE.912.C.2.23:** Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.

  Related Access Points
  - **PE.912.C.2.In.w:** Use appropriate technology to assess, monitor and improve performance.
  - **PE.912.C.2.Su.w:** Use appropriate technology to monitor and improve performance.
  - **PE.912.C.2.Pa.w:** Use a selected technology to monitor or improve performance.

- **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.

  Related Access Points
  - **PE.912.L.3.In.a:** 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.Su.a:** Participate in a variety of moderate to vigorous physical activities beyond physical education five or more days of the week.
  - **PE.912.L.3.Pa.a:** Participate in a variety of moderate to vigorous modified physical activities beyond physical education 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.

Related Access Points

- **PE.912.L.3.In.b:** Participate in a variety of basic activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility and body composition.
- **PE.912.L.3.Su.b:** Participate in a variety of selected basic activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility and body composition.
- **PE.912.L.3.Pa.b:** Participate in a variety of selected modified activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility and body composition.

- **PE.912.L.3.3:** Identify a variety of activities that promote effective stress management.

  Related Access Points

  - **PE.912.L.3.In.c:** Recognize a variety of basic activities that promote effective stress management.
  - **PE.912.L.3.Su.c:** Recognize a variety of selected basic activities that promote effective stress management.
  - **PE.912.L.3.Pa.c:** Recognize a variety of selected modified activities that promote effective stress management.

- **PE.912.L.3.6:** Identify risks and safety factors that may affect physical activity throughout life.

  Related Access Points

  - **PE.912.L.3.In.f:** Recognize risk and safety factors that can affect physical activity throughout life.
  - **PE.912.L.3.Su.f:** Recognize risk and safety factors that can affect physical activity for many years.
  - **PE.912.L.3.Pa.f:** Recognize a risk and a safety factor that can affect physical activity.

- **PE.912.L.4.1:** Design a personal fitness program.

  Related Access Points

  - **PE.912.L.4.In.a:** Design a personal fitness program that includes current fitness level.
  - **PE.912.L.4.Su.a:** Recognize timelines and current fitness level in a personal fitness program.
  - **PE.912.L.4.Pa.a:** Actively participate in modifying a personal fitness program in collaboration with a teacher.

- **PE.912.L.4.2:** Identify ways to self-assess and modify a personal fitness program.

  Related Access Points

  - **PE.912.L.4.In.b:** Recognize ways to self-assess and modify a personal fitness program.
  - **PE.912.L.4.Su.b:** Recognize ways to self-assess a personal fitness program.
  - **PE.912.L.4.Pa.b:** Recognize a self-assessment for a personal fitness program.

- **PE.912.L.4.3:** Identify strategies for setting goals when developing a personal fitness program.

  Related Access Points

  - **PE.912.L.4.In.c:** Select goals, identify strategies and create a timeline for a personal physical-activity plan.
  - **PE.912.L.4.Su.c:** Select goals, recognize strategies and create a timeline for a personal physical-activity plan.
  - **PE.912.L.4.Pa.c:**

Select a goal and timeline for a personal physical-activity plan.

- **PE.912.L.4.4:** Use available technology to assess, design and evaluate a personal fitness program.

  Related Access Points
  - **PE.912.L.4.In.d:** Use a variety of resources, including available technology, to design and assess a personal fitness program.
  - **PE.912.L.4.Su.d:** Use a variety of resources, including available technology, to assess a personal fitness program.
  - **PE.912.L.4.Pa.d:** Use resources, including available technology, to recognize the effect of a personal fitness program.

- **PE.912.L.4.5:** Apply the principles of training to personal fitness goals.

  Related Access Points
  - **PE.912.L.4.In.e:** Use the principles of training (overload, specificity and progression) in accordance with personal fitness goals.
  - **PE.912.L.4.Su.e:** Use selected principles of training (overload, specificity and progression) in accordance with personal fitness goals.
  - **PE.912.L.4.Pa.e:** Use a selected principle of training (overload, specificity or progression) in accordance with 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.

  Related Access Points
  - **PE.912.L.4.In.f:** Examine health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
  - **PE.912.L.4.Su.f:** Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
  - **PE.912.L.4.Pa.f:** Recognize health-related problems associated with low levels of physical activity.

- **PE.912.L.4.7:** Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.

  Related Access Points
  - **PE.912.L.4.In.g:** Examine how to make changes in an individual wellness plan as lifestyle changes occur.
  - **PE.912.L.4.Su.g:** Identify how to make changes in an individual wellness plan as lifestyle changes occur.
  - **PE.912.L.4.Pa.g:** Recognize changes in an individual wellness plan as lifestyle changes occur.

- **PE.912.M.1.5:** Apply strategies for self improvement based on individual strengths and needs.

  Related Access Points
  - **PE.912.M.1.In.e:** Demonstrate strategies for self-improvement based on individual strengths and needs.

- **PE.912.M.1.Su.e:** Use strategies for self-improvement based on individual strengths and needs.
- **PE.912.M.1.Pa.e:** Perform a guided activity for self-improvement based on individual strengths and needs.

- **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.

  Related Access Points
  - **PE.912.M.1.In.l:** Select and perform basic movements using a variety of equipment that lead to improved or maintained muscular strength and endurance.
  - **PE.912.M.1.Su.l:** Identify and perform basic movements using a variety of equipment that lead to improved or maintained muscular strength and endurance.
  - **PE.912.M.1.Pa.l:** Perform basic movements using a variety of equipment that lead to improved or maintained muscular strength and endurance.

- **PE.912.M.1.13:** Perform a student-designed cardiorespiratory enhancing workout.

  Related Access Points
  - **PE.912.M.1.In.m:** Identify correct exercises and perform a cardiorespiratory-enhancing workout.
  - **PE.912.M.1.Su.m:** Recognize correct exercises and perform a cardiorespiratory-enhancing workout.
  - **PE.912.M.1.Pa.m:** Perform a cardiorespiratory-enhancing workout.

- **PE.912.M.1.14:** Utilize technology to assess, enhance and maintain health and skill-related fitness levels.

  Related Access Points
  - **PE.912.M.1.In.n:** Use technology to develop, enhance and maintain health and skill-related fitness levels.
  - **PE.912.M.1.Su.n:** Use technology to develop and maintain health and skill-related fitness levels.
  - **PE.912.M.1.Pa.n:** Use selected technology to develop health and skill-related fitness levels.

- **PE.912.M.1.15:** Select and apply sport/activity specific warm-up and cool-down techniques.

  Related Access Points
  - **PE.912.M.1.In.o:** Identify and use sports/activity specific warm-up and cool-down techniques.
  - **PE.912.M.1.Su.o:** Recognize and use activity specific warm-up and cool-down techniques.
  - **PE.912.M.1.Pa.o:** Perform an activity specific warm-up and cool-down technique.

- **PE.912.M.1.19:** Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.

  Related Access Points
  - **PE.912.M.1.In.s:** Use correct body alignment, strength and flexibility to perform technical movements in gymnastics.
  - **PE.912.M.1.Su.s:** Use strength and flexibility to perform technical movements in basic gymnastics.

- **PE.912.M.1.Pa.s:** Use strength and flexibility to perform guided movements in basic gymnastics.

- **PE.912.M.1.34:** Demonstrate use of the mechanical principles as they apply to specific course activities.

  Related Access Points
  - **PE.912.M.1.In.ah:** Use selected mechanical principles, such as balance, force or leverage, as they apply to specific course activities.
  - **PE.912.M.1.Su.ah:** Use a mechanical principle, such as balance, force or leverage, as it applies to selected course activities.
  - **PE.912.M.1.Pa.ah:** Use a mechanical principle, such as balance, force or leverage, as it applies to selected modified course activities.

- **PE.912.M.1.35:** Select proper equipment and apply all appropriate safety procedures necessary for participation.

  Related Access Points
  - **PE.912.M.1.In.ai:** Identify proper equipment and demonstrate all safety procedures for participation.
  - **PE.912.M.1.Su.ai:** Recognize proper equipment and demonstrates all safety procedures for participation.
  - **PE.912.M.1.Pa.ai:** Perform all safety procedures for participation.

- **PE.912.R.5.2:** Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.

  Related Access Points
  - **PE.912.R.5.In.b:** Identify strategies for including persons of diverse backgrounds and abilities in a variety of physical activities.
  - **PE.912.R.5.Su.b:** Recognize strategies for including persons of diverse backgrounds and abilities in a variety of physical activities.
  - **PE.912.R.5.Pa.b:** Participate cooperatively with persons of diverse backgrounds and abilities in a variety of physical activities.

- **PE.912.R.5.3:** Demonstrate sportsmanship during game situations.

  Related Access Points
  - **PE.912.R.5.In.c:** Use responsible behaviors during physical activities, such as controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.
  - **PE.912.R.5.Su.c:** Use responsible behaviors during selected physical activities, such as controlling emotions, respecting opponents and officials and accepting both victory and defeat.
  - **PE.912.R.5.Pa.c:** Use selected responsible behaviors during selected physical activities, such as controlling emotions and respecting opponents and officials.

- **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.

  Related Access Points
  - **PE.912.R.5.In.e:** Identify appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
  - **PE.912.R.5.Su.e:** Use appropriate etiquette, respect for facilities and safe behaviors while participating in a variety of physical activities.

- **PE.912.R.5.Pa.e:** Use appropriate etiquette and safe behaviors while participating in a variety of physical activities.

- **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.

  Related Access Points
  - **PE.912.R.6.In.a:** Identify 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.Su.a:** Recognize selected 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.Pa.a:** Associate opportunity to participate in physical activity outside of the school setting with personal enjoyment or the maintenance of a healthy lifestyle.

- **PE.912.R.6.2:** Analyze physical activities from which benefits can be derived.

  Related Access Points
  - **PE.912.R.6.In.b:** Describe physical activities from which physical, mental, emotional and social benefits can be derived.
  - **PE.912.R.6.Su.b:** Identify from which physical, mental, emotional and social benefits can be derived.
  - **PE.912.R.6.Pa.b:** Associate physical activities with selected benefits, such as physical, mental, emotional or social.

- **PE.912.R.6.3:** Analyze the roles of games, sports and/or physical activities in other cultures.

  Related Access Points
  - **PE.912.R.6.In.c:** Describe the role of games, sports or physical activities in other cultures.
  - **PE.912.R.6.Su.c:** Identify the role of games, sports or physical activities in other cultures.
  - **PE.912.R.6.Pa.c:** Recognize a benefit of games, sports or physical activities in other cultures.

- **HE.912.CEH.2.4:** Evaluate how environment and community health are interrelated.

  Clarifications:

  Clarification 1: Instruction includes food options with a community.

  Clarification 2: Instruction includes access to services and healthcare.

  Clarification 3: Instruction includes disaster preparedness and weather, air, and water conditions.

  Related Access Points
  - **HE.912.CEH.2.AP.4:** Recognize how environment and community health are interrelated.

- **HE.912.PHC.1.3:** Analyze the role of individual responsibility in enhancing health.

  Clarifications:
  Clarification 1: Instruction includes food choices, media use, lifestyle choices, stress management, and the individual responsibility for health protection.

  Related Access Points
  - **HE.912.PHC.1.AP.3:** Identify the role of individual responsibility in enhancing health.

- **HE.912.PHC.2.1:**

Evaluate how the influences of social media affect physical and/or mental health, and the ability to make healthy choices.

Clarifications:

Clarification 1: Instruction includes body image, dietary habits, cyberbullying, and online support presence.

Clarification 2: Instruction includes prevention of human trafficking by maintaining personal security.

Clarification 3: Instruction includes identification of predatory behavior on the internet.

Clarification 4: Instruction includes how artificial intelligence can impact decision making.

Related Access Points

- **HE.912.PHC.2.AP.1:** Recognize how the influences of social media affect physical and/or mental health, and the ability to make healthy choices.

- **HE.912.PHC.2.3:** Analyze how friends and peers influence the health of individuals.

  Clarifications:
  Clarification 1: Instruction includes impact of peer relationships on health decisions and behaviors.

  Related Access Points

  - **HE.912.PHC.2.AP.3:** Identify how friends and peers influence the health of individuals.

- **HE.912.PHC.2.6:** Predict how healthy behaviors can affect health status.

  Related Access Points

  - **HE.912.PHC.2.AP.6:** Identify how healthy behaviors can affect health status.

- **HE.912.PHC.3.10:** Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks, including reproductive health.

  Clarifications:

  Clarification 1: Instruction includes lifestyle choices to include substance use and abuse, a healthy diet, physical activity, and abstinence from sexual behavior.

  Clarification 2: Instruction includes riding in a car with impaired drivers.

  Clarification 3: Instruction includes seeking and maintaining healthy relationships.

  Clarification 4: Instruction includes seeking services for physical and mental health when needed.

  Related Access Points

  - **HE.912.PHC.3.AP.10:** Identify healthy practices and behaviors that will maintain or improve health and reduce health risks.

- **HE.912.PHC.4.2:** Propose strategies to reduce or prevent injuries and health problems.

  Clarifications:

  Clarification 1: Instruction includes safe driving practices, not entering restricted territory, and additional safety practices.

Clarification 2: Instruction includes refusal skills and healthy relationship skills.

Related Access Points

- **HE.912.PHC.4.AP.2:** Identify strategies to reduce or prevent injuries and health problems.

- **HE.912.R.2.3:** Formulate a plan to attain a personal goal that addresses strengths, needs, and risks.

  Related Access Points

  - **HE.912.R.2.AP.3:** Select a plan to attain a personal goal that addresses strengths, needs and risks.

- **HE.912.R.2.4:** Implement strategies and monitor progress in achieving a personal goal.

  Related Access Points

  - **HE.912.R.2.AP.4:** Apply a strategy and monitor progress in achieving a personal goal.

- **HE.912.R.2.5:** Formulate an effective long-term plan to include all dimensions of wellness.

  Related Access Points

  - **HE.912.R.2.AP.5:** Develop an effective long-term plan with one or more wellness goals.

- **HE.912.R.4.1:** Analyze the importance of character and grit to achieve successful outcomes.

  Related Access Points

  - **HE.912.R.4.AP.1:** Explain the importance of character and grit to achieve successful outcomes.

- **HE.912.SUA.1.7:** Differentiate between the three major categories of prescription drugs and describe the purposes and side effects.

  Clarifications:
  Clarification 1: Instruction includes opioids, stimulants, and depressants.

  Related Access Points

  - **HE.912.SUA.1.AP.7:** Identify the three major categories of prescription drugs.

- **HE.912.SUA.1.9:** Summarize the risks and consequences of misusing and sharing prescription drugs and/or illicit drugs.

  Clarifications:
  Clarification 1: Instruction includes physical, mental, social, performance, and legal consequences.

  Related Access Points

  - **HE.912.SUA.1.AP.9:** Recognize the risks and consequences of misusing and sharing prescription drugs and/or illicit drugs.

- **HE.912.SUA.1.10:** Analyze the short- and long-term physical, psychological, financial, and social consequences of tobacco, nicotine use, and/or vaping.

  Clarifications:

  Clarification 1: Instruction includes psychological consequences such as anxiety and depression.

  Clarification 2: Instruction includes financial impacts such as the long-term impact on personal financial goals, and avoidable cost of tobacco-related illnesses to society.

Related Access Points

- **HE.912.SUA.1.AP.10:** Recognize the short- and long-term physical, psychological, financial, and social consequences of tobacco, nicotine use, and/or vaping.

- **HE.912.SUA.2.2:** Distinguish how external factors, including industry practices, can influence behaviors related to tobacco, nicotine use, and/or vaping.

  Clarifications:

  Clarification 1: Instruction includes perceptions of norms, media advertising, and portrayals in media.

  Clarification 2: Instruction includes tobacco or vaping industry practices involving efforts to attract youth and counter public health protections.

  Related Access Points

  - **HE.912.SUA.2.AP.2:** Identify how external factors, including industry practices, can influence behaviors related to tobacco, nicotine use, and/or vaping.

- **HE.912.SUA.3.1:** Discuss valid, reliable school and community resources where an individual can seek help for issues related to alcohol and/or other drug misuse and/or abuse.

  Clarifications:
  Clarification 1: Instruction includes immediate and long-term issues related to alcohol and/or other drug misuse and/or abuse.

  Related Access Points

  - **HE.912.SUA.3.AP.1:** Identify valid, reliable school and community resources where an individual can seek help for issues related to alcohol and/or other drug misuse and/or abuse.

- **HE.912.SUA.5.1:** Plan how to effectively ask for help if a person in your immediate environment experiences a problem with alcohol and/or other drugs.

  Clarifications:
  Clarification 1: Instruction includes asking family, guardians, caregivers, teachers, and school counselors.

  Related Access Points

  - **HE.912.SUA.5.AP.1:** Identify how to ask for help if a person in your immediate environment experiences a problem with alcohol and/or other drugs.

- **HE.912.SUA.5.2:** Utilize current, accurate data/information to formulate a health-enhancing message to effectively persuade others to be drug and alcohol free.

  Related Access Points

  - **HE.912.SUA.5.AP.2:** Recognize current, accurate data/information to create a health-enhancing message to effectively persuade others to be drug and alcohol free.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.

- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:

  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.

- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, “Does this solution make sense? How do you know?”
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students’ ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

Access Courses: Access courses are intended only for students with the most significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations.

Access points in the subject areas of science, art, dance, physical education, theatre, and music provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts, mathematics, social studies and health do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

All benchmarks related to the prevention and control of disease are appropriate for the grade and age of the students and reflective of current theory, knowledge and practice, as outlined in Section 1003.46, Florida Statutes.

Provisions in Section 1003.42(5), Florida Statutes, allow any student whose parent makes written request to the school principal to be exempted from instruction related to reproductive health or any disease, including HIV/AIDS, its symptoms, development and treatment. Each school district shall, on the district's website homepage, notify parents of this right and the process to request an exemption.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package. To access Mathematics Resources please visit B.E.S.T Mathematics Resources (fldoe.org).

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English Language Learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7915020

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >

Abbreviated Title: Access Pers Fit

Number of Credits: Course may be taken for up to two credits

Course Length: Multiple (M) - Course length can vary

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Graduation Requirement: Physical Education

Educator Certifications

- Physical Education (Grades 6-12)
- Physical Education (Elementary and Secondary Grades K-12)
- Physical Education (Grades 6-12) **Plus** Adaptive Physical Education Endorsement
- Physical Education (Grades 6-12) **Plus** Adaptive Physical Education Endorsement
- Exceptional Student Education (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12)

Access HOPE-Physical Education Variation (#7915025)

Version: 2027 - And Beyond (current)

The purpose of this course is to develop and enhance behaviors that influence healthy lifestyle choices, student health and physical fitness. Students will combine learning principles and background knowledge in a classroom setting with physical application. The majority of this course should be spent engaging in physical activity.

In addition to the physical education content represented in the benchmarks below, specific health education topics within this course include, but are not limited to:

- Injury Prevention and Safety
- Internet Safety
- Nutrition
- Personal Health
- Prevention and Control of Disease
- Substance Use and Abuse Prevention
- Awareness of the Benefits of Abstinence
- Prevention of Teen Dating Violence and Abuse
- Resiliency Education

All benchmarks related to the prevention and control of disease are appropriate for the grade and age of the students and reflective of current theory, knowledge and practice, as outlined in Section 1003.46, Florida Statutes.

Provisions in Section 1003.42(5), Florida Statutes, allow any student whose parent makes written request to the school principal to be exempted from instruction related to reproductive health or any disease, including HIV/AIDS, its symptoms, development and treatment. Each school district shall, on the district's website homepage, notify parents of this right and the process to request an exemption.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **HE.912.CEH.2.1:** Assess how the school and community can affect personal health practices and behaviors.

  Clarifications:

  Clarification 1: Instruction includes impact of required health education and healthcare screenings.

  Clarification 2: Instruction includes enforcement of "no tolerance" policies related to violence.

  Clarification 3: Instruction includes automated external defibrillator availability and training.

  Related Access Points

  - **HE.912.CEH.2.AP.1:** Identify how the school and community can affect personal health practices and behaviors.

- **HE.912.CEH.2.2:** Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

  Related Access Points
  - **HE.912.CEH.2.AP.2:** Recognize how public health policies and government regulations can influence health promotion and disease prevention.

- **HE.912.CEH.2.3:** Propose strategies to avoid risks on social media and the internet.

  Related Access Points
  - **HE.912.CEH.2.AP.3:** Identify strategies to avoid risks on social media and the internet.

- **HE.912.CEH.2.6:** Analyze how culture supports and challenges health beliefs, practices, and behaviors.

  Clarifications:
  Clarification 1: Instruction includes a variety of cultural dietary patterns, rites of passage, family roles, parenting styles, and ethics.

  Related Access Points
  - **HE.912.CEH.2.AP.6:** Identify how culture supports and challenges health beliefs, practices, and behaviors.

- **HE.912.CEH.2.7:** Analyze how the perceptions of norms influence healthy and unhealthy behaviors.

  Clarifications:

  Clarification 1: Instruction includes validating and analyzing perceptions of societal norms regarding drug use, violence, sexual activity, and teen-driving safety.

  Clarification 2: Instruction includes substance use and binge drinking due to peer pressure.

  Related Access Points
  - **HE.912.CEH.2.AP.7:** Recognize how the perceptions of selected norms influence healthy and unhealthy behaviors.

- **HE.912.CEH.2.8:** Evaluate how the social determinants of health impact a community's health, wellbeing, and quality of life.

  Clarifications:
  Clarification 1: Instruction includes how barriers affect community health outcomes.

  Related Access Points
  - **HE.912.CEH.2.AP.8:** Identify how the social determinants of health impact a community's health, well-being, and quality of life.

- **HE.912.CEH.2.9:** Identify computer related laws and analyze their impact on internet safety.

  Related Access Points
  - **HE.912.CEH.2.AP.9:** Identify a computer related law and recognize the impact on internet safety.

- **HE.912.CEH.3.1:** Analyze community strategies for prevention, detection, and treatment of communicable and chronic diseases.

  Clarifications:
  Clarification 1: Instruction includes health prevention resources.

  Related Access Points

- **HE.912.CEH.3.AP.1:** Identify community strategies for prevention, detection, and treatment of communicable and chronic diseases.

- **HE.912.CEH.3.2:** Propose community strategies to reduce or prevent injuries and health problems.

  Related Access Points
  - **HE.912.CEH.3.AP.2:** Recognize community strategies that reduce or prevent injuries and health problems.

- **HE.912.CEH.3.6:** Design a campaign promoting health literacy that would result in a variety of positive health and quality of life outcomes.

  Related Access Points
  - **HE.912.CEH.3.AP.6:** Select a campaign promoting health literacy that would result in a positive health and quality of life outcome.

- **HE.912.CEH.4.1:** Develop a resource that influences and supports others in making positive health choices.

  Related Access Points
  - **HE.912.CEH.4.AP.1:** Select a resource that influences and supports others in making positive health choices.

- **HE.912.CEH.4.2:** Demonstrate leadership skills by advocating for personal, family, and community health.

  Related Access Points
  - **HE.912.CEH.4.AP.2:** Recognize leadership skills that advocate for personal, family, and community health.

- **HE.912.CH.1.2:** Describe resources or services that facilitate achieving personal health goals.

  Related Access Points
  - **HE.912.CH.1.AP.2:** Identify resources or services that facilitate achieving personal health goals.

- **HE.912.PHC.1.3:** Analyze the role of individual responsibility in enhancing health.

  Clarifications:
  Clarification 1: Instruction includes food choices, media use, lifestyle choices, stress management, and the individual responsibility for health protection.

  Related Access Points
  - **HE.912.PHC.1.AP.3:** Identify the role of individual responsibility in enhancing health.

- **HE.912.PHC.1.4:** Interpret the significance of interrelationships in mental and physical health.

  Clarifications:

  Clarification 1: Instruction includes interrelationships between mental and physical health and substance use and abuse behaviors.

  Clarification 2: Instruction includes the positive health impact of healthy relationships with friends and family.

  Clarification 3: Instruction includes correlation between body image and relationships with food.

Clarification 4: Instruction includes correlation between stress and anger management and overall health.

Related Access Points

- **HE.912.PHC.1.AP.4:** Recognize the significance of an interrelationship in mental and physical health.

- **HE.912.PHC.2.1:**

  Evaluate how the influences of social media affect physical and/or mental health, and the ability to make healthy choices.

  Clarifications:

  Clarification 1: Instruction includes body image, dietary habits, cyberbullying, and online support presence.

  Clarification 2: Instruction includes prevention of human trafficking by maintaining personal security.

  Clarification 3: Instruction includes identification of predatory behavior on the internet.

  Clarification 4: Instruction includes how artificial intelligence can impact decision making.

  Related Access Points

  - **HE.912.PHC.2.AP.1:** Recognize how the influences of social media affect physical and/or mental health, and the ability to make healthy choices.

- **HE.912.PHC.2.3:** Analyze how friends and peers influence the health of individuals.

  Clarifications:
  Clarification 1: Instruction includes impact of peer relationships on health decisions and behaviors.

  Related Access Points

  - **HE.912.PHC.2.AP.3:** Identify how friends and peers influence the health of individuals.

- **HE.912.PHC.2.4:** Analyze how family and culture influence the health of individuals.

  Clarifications:
  Clarification 1: Instruction includes impact of family and culture on health decisions and behaviors.

  Related Access Points

  - **HE.912.PHC.2.AP.4:** Recognize how family and culture influence the health of individuals.

- **HE.912.PHC.2.5:** Analyze how heredity and family history can impact personal health.

  Clarifications:
  Clarification 1: Instruction includes genetic conditions such as substance abuse, family obesity, heart disease, and mental illness.

  Related Access Points

  - **HE.912.PHC.2.AP.5:** Recognize how heredity and family history can impact personal health.

- **HE.912.PHC.2.7:** Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.

  Clarifications:
  Clarification 1: Instruction includes social conformity, self-discipline, and impulse versus delayed gratification.

  Related Access Points
  - **HE.912.PHC.2.AP.7:** Recognize how personal values, attitudes, and beliefs influence individual health practices and behaviors.

- **HE.912.PHC.2.9:** Analyze the impacts of technology and social media on popular culture and personal life.

  Clarifications:

  Clarification 1: Instruction includes impact of “influencers” and trends/challenges relating to mental and physical health.

  Clarification 2: Instruction includes how interactions such as “comments,” “saves,” “likes,” and “shares” on social media can increase the release of dopamine in the brain, similar to other addictive behaviors.

  Related Access Points
  - **HE.912.PHC.2.AP.9:** Identify the impacts of technology and social media on popular culture and personal life.

- **HE.912.PHC.3.3:** Identify protective factors that help to mitigate the risks of suicide and mental health disorders.

  Clarifications:
  Clarification 1: Instruction includes how protective factors promote positive health and well-being.

  Related Access Points
  - **HE.912.PHC.3.AP.3:** Recognize a protective factor that helps to mitigate the risks of suicide and mental health disorders.

- **HE.912.PHC.3.4:** Recognize the signs, symptoms and how to seek treatment or support for mental health disorders.

  Clarifications:

  Clarification 1: Instruction includes signs and symptoms of mental health disorders, such as dramatic changes to sleeping, eating and behavior patterns, loss of energy, withdrawal from others, increased difficulty with solving problems.

  Clarification 2: Instruction includes accessing support or referral for treatment through school resources, such as school counselors, school nurses, school psychologists, and school social workers.

  Related Access Points
  - **HE.912.PHC.3.AP.4:** Identify a sign, symptom and how to seek treatment or support for mental health disorders.

- **HE.912.PHC.3.7:** Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.

Clarifications:

Clarification 1: Instruction includes risks associated with alcohol and substance abuse, distracted driving, negative peer groups.

Clarification 2: Instruction includes risk of chronic disease due to lack of hygiene practices.

Clarification 3: Instruction includes risk of teenage pregnancy, sexually transmitted infections (STI) and abstinence as the expected standard.

Related Access Points

- **HE.912.PHC.3.AP.7:** Recognize the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.

- **HE.912.PHC.3.10:** Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks, including reproductive health.

  Clarifications:

  Clarification 1: Instruction includes lifestyle choices to include substance use and abuse, a healthy diet, physical activity, and abstinence from sexual behavior.

  Clarification 2: Instruction includes riding in a car with impaired drivers.

  Clarification 3: Instruction includes seeking and maintaining healthy relationships.

  Clarification 4: Instruction includes seeking services for physical and mental health when needed.

  Related Access Points

  - **HE.912.PHC.3.AP.10:** Identify healthy practices and behaviors that will maintain or improve health and reduce health risks.

- **HE.912.PHC.4.3:** Develop strategies to combat cyberbullying and online harassment.

  Related Access Points

  - **HE.912.PHC.4.AP.3:** Recognize strategies to combat cyberbullying and online harassment.

- **HE.912.R.1.1:** Demonstrate effective and respectful communication skills and strategies.

  Clarifications:
  Clarification 1: Instruction includes differing opinions.

  Related Access Points

  - **HE.912.R.1.AP.1:** Identify effective and respectful communication skills and strategies.

- **HE.912.R.2.2:** Analyze different perspectives to inform responsible decision-making.

  Related Access Points

  - **HE.912.R.2.AP.2:** Recognize different perspectives to inform responsible decision-making.

- **HE.912.R.2.3:** Formulate a plan to attain a personal goal that addresses strengths, needs, and risks.

  Related Access Points

- **HE.912.R.2.AP.3:** Select a plan to attain a personal goal that addresses strengths, needs and risks.

- **HE.912.R.2.4:** Implement strategies and monitor progress in achieving a personal goal.

  Related Access Points
  - **HE.912.R.2.AP.4:** Apply a strategy and monitor progress in achieving a personal goal.

- **HE.912.R.2.5:** Formulate an effective long-term plan to include all dimensions of wellness.

  Related Access Points
  - **HE.912.R.2.AP.5:** Develop an effective long-term plan with one or more wellness goals.

- **HE.912.R.2.6:** Analyze how actions and reactions can influence one to respond in different situations.

  Clarifications:
  Clarification 1: Instruction includes emotions not governing behavior.

  Related Access Points
  - **HE.912.R.2.AP.6:** Identify how actions and reactions can influence one to respond in different situations.

- **HE.912.R.2.7:** Evaluate strategies that assist with managing challenges or setbacks.

  Clarifications:
  Clarification 1: Instruction includes time management, setting boundaries, setting realistic goals, self-care.

  Related Access Points
  - **HE.912.R.2.AP.7:** Identify a strategy that assists with managing challenges or setbacks.

- **HE.912.R.4.1:** Analyze the importance of character and grit to achieve successful outcomes.

  Related Access Points
  - **HE.912.R.4.AP.1:** Explain the importance of character and grit to achieve successful outcomes.

- **HE.912.R.4.2:** Generate and apply alternative solutions when solving problems or resolving conflict.

  Related Access Points
  - **HE.912.R.4.AP.2:** Identify alternative solutions when solving problems or resolving conflict.

- **HE.912.R.4.3:** Describe ways to anticipate, avoid or de-escalate conflicts.

  Related Access Points
  - **HE.912.R.4.AP.3:** Identify ways to anticipate, avoid or de-escalate conflicts.

- **HE.912.R.4.4:** Identify the importance of perseverance when facing difficulty solving a problem.

  Related Access Points
  - **HE.912.R.4.AP.4:** Identify the importance of perseverance when facing difficulty solving a problem.

- **HE.912.SUA.1.1:** Differentiate between various levels of alcohol consumption and its effects on the body.

  Related Access Points

- **HE.912.SUA.1.AP.1:** Identify various levels of alcohol consumption and its effects on the body.

- **HE.912.SUA.1.2:** Analyze how moderate and excessive alcohol consumption can contribute to risky, unsafe behaviors and consequences.

  Clarifications:
  Clarification 1: Instruction includes driving under the influence and fetal alcohol syndrome.

  Related Access Points
  - **HE.912.SUA.1.AP.2:** Identify how moderate and excessive alcohol consumption can contribute to risky, unsafe behaviors and consequences.

- **HE.912.SUA.1.4:** Analyze how alcohol, marijuana/THC, tobacco, nicotine, and/or drug use can impede goals, activities, achievements, and college and career readiness.

  Related Access Points
  - **HE.912.SUA.1.AP.4:** Identify how alcohol, marijuana/THC, tobacco, nicotine, and/or drug use can impede goals, activities, achievements, and college and career readiness.

- **HE.912.SUA.1.5:** Analyze the physical, mental, social and legal consequences of marijuana/THC use.

  Clarifications:
  Clarification 1: Instruction includes psychological aspects, drug misuse, dependency and addiction.

  Related Access Points
  - **HE.912.SUA.1.AP.5:** Recognize the physical, mental, social and legal consequences of marijuana/THC use.

- **HE.912.SUA.1.7:** Differentiate between the three major categories of prescription drugs and describe the purposes and side effects.

  Clarifications:
  Clarification 1: Instruction includes opioids, stimulants, and depressants.

  Related Access Points
  - **HE.912.SUA.1.AP.7:** Identify the three major categories of prescription drugs.

- **HE.912.SUA.1.9:** Summarize the risks and consequences of misusing and sharing prescription drugs and/or illicit drugs.

  Clarifications:
  Clarification 1: Instruction includes physical, mental, social, performance, and legal consequences.

  Related Access Points
  - **HE.912.SUA.1.AP.9:** Recognize the risks and consequences of misusing and sharing prescription drugs and/or illicit drugs.

- **HE.912.SUA.1.10:** Analyze the short- and long-term physical, psychological, financial, and social consequences of tobacco, nicotine use, and/or vaping.

  Clarifications:

  Clarification 1: Instruction includes psychological consequences such as anxiety and depression.

Clarification 2: Instruction includes financial impacts such as the long-term impact on personal financial goals, and avoidable cost of tobacco-related illnesses to society.

Related Access Points

- **HE.912.SUA.1.AP.10:** Recognize the short- and long-term physical, psychological, financial, and social consequences of tobacco, nicotine use, and/or vaping.

- **HE.912.SUA.2.2:** Distinguish how external factors, including industry practices, can influence behaviors related to tobacco, nicotine use, and/or vaping.

  Clarifications:

  Clarification 1: Instruction includes perceptions of norms, media advertising, and portrayals in media.

  Clarification 2: Instruction includes tobacco or vaping industry practices involving efforts to attract youth and counter public health protections.

  Related Access Points

  - **HE.912.SUA.2.AP.2:** Identify how external factors, including industry practices, can influence behaviors related to tobacco, nicotine use, and/or vaping.

- **HE.912.SUA.3.1:** Discuss valid, reliable school and community resources where an individual can seek help for issues related to alcohol and/or other drug misuse and/or abuse.

  Clarifications:
  Clarification 1: Instruction includes immediate and long-term issues related to alcohol and/or other drug misuse and/or abuse.

  Related Access Points

  - **HE.912.SUA.3.AP.1:** Identify valid, reliable school and community resources where an individual can seek help for issues related to alcohol and/or other drug misuse and/or abuse.

- **HE.912.SUA.5.1:** Plan how to effectively ask for help if a person in your immediate environment experiences a problem with alcohol and/or other drugs.

  Clarifications:
  Clarification 1: Instruction includes asking family, guardians, caregivers, teachers, and school counselors.

  Related Access Points

  - **HE.912.SUA.5.AP.1:** Identify how to ask for help if a person in your immediate environment experiences a problem with alcohol and/or other drugs.

- **HE.912.SUA.5.2:** Utilize current, accurate data/information to formulate a health-enhancing message to effectively persuade others to be drug and alcohol free.

  Related Access Points

  - **HE.912.SUA.5.AP.2:** Recognize current, accurate data/information to create a health-enhancing message to effectively persuade others to be drug and alcohol free.

- **PE.912.C.2.6:** Compare and contrast the health-related benefits of various physical activities.

  Related Access Points

  - **PE.912.C.2.In.f:** Describe the health-related benefits of various physical activities.
  - **PE.912.C.2.Su.f:** Identify the health-related benefits of various physical activities.
  - **PE.912.C.2.Pa.f:** Recognize the health-related benefits of various physical activities.

- **PE.912.C.2.7:** Evaluate the effectiveness of specific warm-up and cool-down activities.

  Related Access Points
  - **PE.912.C.2.In.g:** Examine the effectiveness of specific warm-up and cool-down activities.
  - **PE.912.C.2.Su.g:** Identify the effectiveness of specific warm-up and cool-down activities.
  - **PE.912.C.2.Pa.g:** Recognize the effect of a specific warm-up or cool-down activity.

- **PE.912.C.2.8:** Differentiate between the three different types of heat illnesses associated with fluid loss.

  Related Access Points
  - **PE.912.C.2.In.h:** Identify the three stages (types) of heat illnesses and the symptoms associated with fluid loss, such as heat cramps, heat exhaustion and heat stroke.
  - **PE.912.C.2.Su.h:** Identify symptoms of heat illnesses associated with fluid loss, such as heat cramps, heat exhaustion and heat stroke.
  - **PE.912.C.2.Pa.h:** Recognize a symptom of heat illnesses associated with fluid loss, such as heat cramps, heat exhaustion or heat stroke.

- **PE.912.C.2.9:** Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.

  Related Access Points
  - **PE.912.C.2.In.i:** Describe the precautions to be taken when exercising in extreme weather and environmental conditions.
  - **PE.912.C.2.Su.i:** Identify precautions to be taken when exercising in a variety of weather conditions or environmental conditions.
  - **PE.912.C.2.Pa.i:** Recognize a precaution to be taken when exercising in selected environmental conditions.

- **PE.912.C.2.10:** Analyze long-term benefits of regularly participating in physical activity.

  Related Access Points
  - **PE.912.C.2.In.j:** Describe long-term benefits of regularly participating in physical activity.
  - **PE.912.C.2.Su.j:** Identify long-term benefits of regularly participating in physical activity.
  - **PE.912.C.2.Pa.j:** Recognize a long-term benefit 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.

  Related Access Points
  - **PE.912.C.2.In.k:** Describe how each of the health-related components of fitness, such as physical conditioning, flexibility, cardiorespiratory endurance and body composition, are improved through the application of training principles.
  - **PE.912.C.2.Su.k:** Identify how health-related components of fitness, such as physical conditioning, flexibility, cardiorespiratory endurance and body composition are improved through the application of training principles.
  - **PE.912.C.2.Pa.k:** Recognize that exercise and training improves health-related fitness.

- **PE.912.C.2.12:** Compare and contrast aerobic versus anaerobic activities.

  Related Access Points
  - **PE.912.C.2.In.l:** Describe the differences between aerobic and anaerobic activities.
  - **PE.912.C.2.Su.l:** Identify the differences between aerobic and anaerobic activities.

- **PE.912.C.2.Pa.l:** Recognize selected aerobic and anaerobic activities.

- **PE.912.C.2.13:** Document food intake, calories consumed and energy expended through physical activity and analyze the results.

  Related Access Points
  - **PE.912.C.2.In.m:** Document food intake, calories consumed and energy expended through physical activity and examine the results.
  - **PE.912.C.2.Su.m:** Document food intake and physical activity and identify the results.
  - **PE.912.C.2.Pa.m:** Document food intake and physical activity and recognize results.

- **PE.912.C.2.14:** Compare and contrast the skill-related components of fitness used in various physical activities.

  Related Access Points
  - **PE.912.C.2.In.n:** Identify differences in the skill-related components of fitness, such as speed, coordination, balance, power, agility and reaction time in various physical activities.
  - **PE.912.C.2.Su.n:** Recognize differences in the skill-related components of fitness, such as speed, coordination, balance, power, agility and reaction time in various physical activities.
  - **PE.912.C.2.Pa.n:** Recognize more than one skill-related components of fitness, such as speed, coordination, balance, power, agility or reaction time 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.

  Related Access Points
  - **PE.912.C.2.In.o:** Identify individual target heart rate and how to adjust intensity level to stay within the desired range.
  - **PE.912.C.2.Su.o:** Recognize individual target heart rate and how to adjust intensity level to stay within the desired range.
  - **PE.912.C.2.Pa.o:** Recognize the relationship between intensity level of physical activity and heart rate.

- **PE.912.C.2.16:** Explain the methods of monitoring levels of intensity during aerobic activity.

  Related Access Points
  - **PE.912.C.2.In.p:** Describe methods of monitoring levels of intensity during aerobic activity, such as a talk test, rate of perceived exertion and heart rate/pulse.
  - **PE.912.C.2.Su.p:** Identify methods of monitoring levels of intensity during aerobic activity, such as a talk test, rate of perceived exertion and heart rate/pulse.
  - **PE.912.C.2.Pa.p:** Recognize selected methods of monitoring levels of intensity during aerobic activity, such as a talk test and heart rate/pulse.

- **PE.912.C.2.17:** Assess physiological effects of exercise during and after physical activity.

  Related Access Points
  - **PE.912.C.2.In.q:** Examine physiological effects of exercise, such as breathing, resting heart rate and blood pressure, during and after physical activity.
  - **PE.912.C.2.Su.q:** Identify physiological effects of exercise, such as breathing, resting heart rate and blood pressure, during and after physical activity.
  - **PE.912.C.2.Pa.q:** Recognize a physiological effect of exercise, such as breathing or resting heart rate, 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.

  Related Access Points
  - **PE.912.C.2.In.r:** Categorize information as true or false as it relates to consumer physical fitness products and programs, such as weight- loss pills, food labels and exercise equipment.
  - **PE.912.C.2.Su.r:** Identify information as true or false as it relates to consumer physical fitness products and programs, such as weight- loss pills, food labels and exercise equipment.
  - **PE.912.C.2.Pa.r:** Recognize information as it relates to a selected consumer physical fitness product, such as weight-loss pills, food labels or exercise equipment.

- **PE.912.C.2.22:** Explain the skill-related components of fitness and how they enhance performance levels.

  Related Access Points
  - **PE.912.C.2.In.v:** Describe the skill-related components of fitness such as balance, reaction time, agility, coordination, power and speed, and how they enhance performance levels.
  - **PE.912.C.2.Su.v:** Identify the skill-related components of fitness that enhance performance, such as balance, reaction time, agility, coordination, power and speed.
  - **PE.912.C.2.Pa.v:** Recognize a skill-related component of fitness that enhances performance, such as balance, reaction time, agility, coordination, power or speed.

- **PE.912.C.2.23:** Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.

  Related Access Points
  - **PE.912.C.2.In.w:** Use appropriate technology to assess, monitor and improve performance.
  - **PE.912.C.2.Su.w:** Use appropriate technology to monitor and improve performance.
  - **PE.912.C.2.Pa.w:** Use a selected technology to monitor or improve performance.

- **PE.912.C.2.25:** Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.

  Related Access Points
  - **PE.912.C.2.In.y:** Describe the safety procedures, rules and equipment associated with specific course activities.
  - **PE.912.C.2.Su.y:** Identify the safety procedures, rules and equipment associated with specific course activities.
  - **PE.912.C.2.Pa.y:** Recognize the safety procedures, rules and equipment associated with specific course activities.

- **PE.912.C.2.27:** Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.

  Related Access Points
  - **PE.912.C.2.In.aa:** Examine how movement skills from one physical activity can be transferred and used in other physical activities.
  - **PE.912.C.2.Su.aa:** Identify how movement skills from one physical activity can be transferred and used in other physical activities.

- **PE.912.C.2.Pa.aa:** Recognize that movement skills from one physical activity can be used in other physical activities.

- **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.

  Related Access Points
  - **PE.912.L.3.In.a:** 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.Su.a:** Participate in a variety of moderate to vigorous physical activities beyond physical education five or more days of the week.
  - **PE.912.L.3.Pa.a:** Participate in a variety of moderate to vigorous modified physical activities beyond physical education 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.

  Related Access Points
  - **PE.912.L.3.In.b:** Participate in a variety of basic activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility and body composition.
  - **PE.912.L.3.Su.b:** Participate in a variety of selected basic activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility and body composition.
  - **PE.912.L.3.Pa.b:** Participate in a variety of selected modified activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility and body composition.

- **PE.912.L.3.3:** Identify a variety of activities that promote effective stress management.

  Related Access Points
  - **PE.912.L.3.In.c:** Recognize a variety of basic activities that promote effective stress management.
  - **PE.912.L.3.Su.c:** Recognize a variety of selected basic activities that promote effective stress management.
  - **PE.912.L.3.Pa.c:** Recognize a variety of selected modified activities that promote effective stress management.

- **PE.912.L.3.4:** Identify the in-school opportunities for participation in a variety of physical activities.

  Related Access Points
  - **PE.912.L.3.In.d:** Recognize the in-school opportunities for participation in a variety of physical activities.
  - **PE.912.L.3.Su.d:** Recognize selected in-school opportunities for participation in physical activities.
  - **PE.912.L.3.Pa.d:** Recognize an in school opportunity for participation in physical activity.

- **PE.912.L.3.5:** Identify the community opportunities for participation in a variety of physical activities.

  Related Access Points
  - **PE.912.L.3.In.e:** Recognize community opportunities for participation in a variety of physical activities.

- **PE.912.L.3.Su.e:** Recognize selected community opportunities for participation in a variety of physical activities.
- **PE.912.L.3.Pa.e:** Recognize a selected community opportunity for participation in physical activity.

- **PE.912.L.3.6:** Identify risks and safety factors that may affect physical activity throughout life.

  Related Access Points
  - **PE.912.L.3.In.f:** Recognize risk and safety factors that can affect physical activity throughout life.
  - **PE.912.L.3.Su.f:** Recognize risk and safety factors that can affect physical activity for many years.
  - **PE.912.L.3.Pa.f:** Recognize a risk and a safety factor that can affect physical activity.

- **PE.912.L.4.1:** Design a personal fitness program.

  Related Access Points
  - **PE.912.L.4.In.a:** Design a personal fitness program that includes current fitness level.
  - **PE.912.L.4.Su.a:** Recognize timelines and current fitness level in a personal fitness program.
  - **PE.912.L.4.Pa.a:** Actively participate in modifying a personal fitness program in collaboration with a teacher.

- **PE.912.L.4.2:** Identify ways to self-assess and modify a personal fitness program.

  Related Access Points
  - **PE.912.L.4.In.b:** Recognize ways to self-assess and modify a personal fitness program.
  - **PE.912.L.4.Su.b:** Recognize ways to self-assess a personal fitness program.
  - **PE.912.L.4.Pa.b:** Recognize a self-assessment for a personal fitness program.

- **PE.912.L.4.3:** Identify strategies for setting goals when developing a personal fitness program.

  Related Access Points
  - **PE.912.L.4.In.c:** Select goals, identify strategies and create a timeline for a personal physical-activity plan.
  - **PE.912.L.4.Su.c:** Select goals, recognize strategies and create a timeline for a personal physical-activity plan.
  - **PE.912.L.4.Pa.c:**

    Select a goal and timeline for a personal physical-activity plan.

- **PE.912.L.4.4:** Use available technology to assess, design and evaluate a personal fitness program.

  Related Access Points
  - **PE.912.L.4.In.d:** Use a variety of resources, including available technology, to design and assess a personal fitness program.
  - **PE.912.L.4.Su.d:** Use a variety of resources, including available technology, to assess a personal fitness program.
  - **PE.912.L.4.Pa.d:** Use resources, including available technology, to recognize the effect of a personal fitness program.

- **PE.912.L.4.5:** Apply the principles of training to personal fitness goals.

Related Access Points

- **PE.912.L.4.In.e:** Use the principles of training (overload, specificity and progression) in accordance with personal fitness goals.
- **PE.912.L.4.Su.e:** Use selected principles of training (overload, specificity and progression) in accordance with personal fitness goals.
- **PE.912.L.4.Pa.e:** Use a selected principle of training (overload, specificity or progression) in accordance with 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.

  Related Access Points

  - **PE.912.L.4.In.f:** Examine health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
  - **PE.912.L.4.Su.f:** Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
  - **PE.912.L.4.Pa.f:** Recognize health-related problems associated with low levels of physical activity.

- **PE.912.L.4.7:** Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.

  Related Access Points

  - **PE.912.L.4.In.g:** Examine how to make changes in an individual wellness plan as lifestyle changes occur.
  - **PE.912.L.4.Su.g:** Identify how to make changes in an individual wellness plan as lifestyle changes occur.
  - **PE.912.L.4.Pa.g:** Recognize changes in an individual wellness plan as lifestyle changes occur.

- **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.

  Related Access Points

  - **PE.912.M.1.In.l:** Select and perform basic movements using a variety of equipment that lead to improved or maintained muscular strength and endurance.
  - **PE.912.M.1.Su.l:** Identify and perform basic movements using a variety of equipment that lead to improved or maintained muscular strength and endurance.
  - **PE.912.M.1.Pa.l:** Perform basic movements using a variety of equipment that lead to improved or maintained muscular strength and endurance.

- **PE.912.M.1.13:** Perform a student-designed cardiorespiratory enhancing workout.

  Related Access Points

  - **PE.912.M.1.In.m:** Identify correct exercises and perform a cardiorespiratory-enhancing workout.
  - **PE.912.M.1.Su.m:** Recognize correct exercises and perform a cardiorespiratory-enhancing workout.
  - **PE.912.M.1.Pa.m:** Perform a cardiorespiratory-enhancing workout.

- **PE.912.M.1.14:** Utilize technology to assess, enhance and maintain health and skill-related fitness levels.

Related Access Points

- **PE.912.M.1.In.n:** Use technology to develop, enhance and maintain health and skill-related fitness levels.
- **PE.912.M.1.Su.n:** Use technology to develop and maintain health and skill-related fitness levels.
- **PE.912.M.1.Pa.n:** Use selected technology to develop health and skill-related fitness levels.

- **PE.912.M.1.15:** Select and apply sport/activity specific warm-up and cool-down techniques.

  Related Access Points

  - **PE.912.M.1.In.o:** Identify and use sports/activity specific warm-up and cool-down techniques.
  - **PE.912.M.1.Su.o:** Recognize and use activity specific warm-up and cool-down techniques.
  - **PE.912.M.1.Pa.o:** Perform an activity specific warm-up and cool-down technique.

- **PE.912.M.1.16:** Apply the principles of training and conditioning to accommodate individual needs and strengths.

  Related Access Points

  - **PE.912.M.1.In.p:** Use the principles of training (overload, specificity and progression) and conditioning (frequency, intensity, time and type) to accommodate individual needs and strengths.
  - **PE.912.M.1.Su.p:** Use selected principles of training (overload, specificity or progression) and conditioning (frequency, intensity, time and type) to accommodate individual needs and strengths.
  - **PE.912.M.1.Pa.p:** Use selected principles of training (overload, specificity or progression) and conditioning (frequency, intensity, time and type) to accommodate individual needs and strengths for selected modified physical activities.

- **PE.912.M.1.19:** Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.

  Related Access Points

  - **PE.912.M.1.In.s:** Use correct body alignment, strength and flexibility to perform technical movements in gymnastics.
  - **PE.912.M.1.Su.s:** Use strength and flexibility to perform technical movements in basic gymnastics.
  - **PE.912.M.1.Pa.s:** Use strength and flexibility to perform guided movements in basic gymnastics.

- **PE.912.M.1.33:** Practice complex motor activities in order to improve performance.

  Related Access Points

  - **PE.912.M.1.In.ag:** Practice motor activities in order to improve performance.
  - **PE.912.M.1.Su.ag:** Practice basic motor activities in order to improve performance.
  - **PE.912.M.1.Pa.ag:** Practice modified movement (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.

  Related Access Points

- **PE.912.M.1.In.ah:** Use selected mechanical principles, such as balance, force or leverage, as they apply to specific course activities.
- **PE.912.M.1.Su.ah:** Use a mechanical principle, such as balance, force or leverage, as it applies to selected course activities.
- **PE.912.M.1.Pa.ah:** Use a mechanical principle, such as balance, force or leverage, as it applies to selected modified course activities.

- **PE.912.M.1.35:** Select proper equipment and apply all appropriate safety procedures necessary for participation.

  Related Access Points
  - **PE.912.M.1.In.ai:** Identify proper equipment and demonstrate all safety procedures for participation.
  - **PE.912.M.1.Su.ai:** Recognize proper equipment and demonstrates all safety procedures for participation.
  - **PE.912.M.1.Pa.ai:** Perform all safety procedures for participation.

- **PE.912.R.5.2:** Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.

  Related Access Points
  - **PE.912.R.5.In.b:** Identify strategies for including persons of diverse backgrounds and abilities in a variety of physical activities.
  - **PE.912.R.5.Su.b:** Recognize strategies for including persons of diverse backgrounds and abilities in a variety of physical activities.
  - **PE.912.R.5.Pa.b:** Participate cooperatively with persons of diverse backgrounds and abilities in a variety of physical activities.

- **PE.912.R.5.3:** Demonstrate sportsmanship during game situations.

  Related Access Points
  - **PE.912.R.5.In.c:** Use responsible behaviors during physical activities, such as controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.
  - **PE.912.R.5.Su.c:** Use responsible behaviors during selected physical activities, such as controlling emotions, respecting opponents and officials and accepting both victory and defeat.
  - **PE.912.R.5.Pa.c:** Use selected responsible behaviors during selected physical activities, such as controlling emotions and respecting opponents and officials.

- **PE.912.R.5.4:** Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.

  Related Access Points
  - **PE.912.R.5.In.d:** Use appropriate personal, social and ethical behavior while participating in a variety of physical activities.
  - **PE.912.R.5.Su.d:** Use appropriate personal and ethical behavior while participating in a variety of physical activities.
  - **PE.912.R.5.Pa.d:** Use appropriate personal 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.

  Related Access Points

- **PE.912.R.5.In.e:** Identify appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
- **PE.912.R.5.Su.e:** Use appropriate etiquette, respect for facilities and safe behaviors while participating in a variety of physical activities.
- **PE.912.R.5.Pa.e:** Use appropriate etiquette and safe behaviors while participating in a variety of physical activities.

- **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.

  Related Access Points
  - **PE.912.R.6.In.a:** Identify 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.Su.a:** Recognize selected 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.Pa.a:** Associate opportunity to participate in physical activity outside of the school setting with personal enjoyment or the maintenance of a healthy lifestyle.

- **PE.912.R.6.2:** Analyze physical activities from which benefits can be derived.

  Related Access Points
  - **PE.912.R.6.In.b:** Describe physical activities from which physical, mental, emotional and social benefits can be derived.
  - **PE.912.R.6.Su.b:** Identify from which physical, mental, emotional and social benefits can be derived.
  - **PE.912.R.6.Pa.b:** Associate physical activities with selected benefits, such as physical, mental, emotional or social.

- **PE.912.R.6.3:** Analyze the roles of games, sports and/or physical activities in other cultures.

  Related Access Points
  - **PE.912.R.6.In.c:** Describe the role of games, sports or physical activities in other cultures.
  - **PE.912.R.6.Su.c:** Identify the role of games, sports or physical activities in other cultures.
  - **PE.912.R.6.Pa.c:** Recognize a benefit of games, sports or physical activities in other cultures.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:

  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.

- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:

  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

Access Courses: Access courses are intended only for students with the most significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations.

Access points in the subject areas of science, art, dance, physical education, theatre, and music provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts, mathematics, social studies and health do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package. To access Mathematics Resources please visit B.E.S.T Mathematics Resources (fldoe.org).

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English Language Learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7915025

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS HOPE-PE V

Number of Credits: Multiple credits

Course Length: Multiple (M) - Course length can vary

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Graduation Requirement: Physical Education

Educator Certifications

- Physical Education (Grades 6-12)
- Physical Education (Elementary and Secondary Grades K-12)
- Physical Education (Grades 6-12) **Plus** Adaptive Physical Education Endorsement
- Exceptional Student Education (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12)

Special Olympics Physical Education Waiver - Completion of 1 Year (#7915999)

Version: 2026 - And Beyond (current)

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Information

Course Number: 7915999

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >

Abbreviated Title: SPEC OLYMP PE WAIVER

Course Length: Not Applicable

Course Type: Course Waiver

Course Status: Course Approved

Driver Education for Special Learners (#7919010)

Version: 2023 - And Beyond (current)

A. Major Concepts/Content. The purpose of this course is to provide students with disabilities with the basic knowledge necessary to obtain a Florida driver's license.

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

- driving rules/regulations

- safety signs/symbols

- driving courtesy

- map reading skills

- simple auto maintenance

- insurance

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

B. Special Note. This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is designed primarily for students functioning at independent levels, who are generally capable of living and working independently with occasional assistance.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings or on the driving range and in the community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student

acquire the knowledge and skills involved with the use of related technology, tools, and driving equipment. Students must obtain a Florida restricted driver's license before they can be allowed to drive on the driving range or in the community.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:

  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.

- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal

language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

Version Requirements

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

After successfully completing this course, the student will:

1. Demonstrate understanding of traffic signs and traffic regulations.

CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.

CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.

2. Demonstrate knowledge of Florida laws related to driving.

CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.

CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.

3. Demonstrate knowledge of basic operational features of an automobile.

4. Demonstrate knowledge and skills needed to be a courteous driver.

5. Exhibit driving skills necessary for obtaining a driver's license in Florida.

6. Demonstrate knowledge of simple auto maintenance.

CL.B.4.In.1 identify problems and examine alternative solutions.

CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.

7. Exhibit map reading skills needed for driving.

CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.

CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.

8. Demonstrate knowledge of auto insurance, including legal requirements, characteristics, costs, and procedures for obtaining a policy.

General Information

Course Number: 7919010

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Miscellaneous >

Abbreviated Title: DR ED SP LRNRS

Number of Credits: Multiple credits

Course Length: Multiple (M) - Course length can vary

Course Attributes:

- Class Size Core Required

Course Type: Elective Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12,30,31

Qualifications

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree plus Driver Education Endorsement.

Access Chemistry 1 (#7920011)

Version: 2026 - And Beyond (current)

Chemistry 1 - 2003340

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **SC.912.L.18.12:** Discuss the special properties of water that contribute to Earth's suitability as an environment for life: cohesive behavior, ability to moderate temperature, expansion upon freezing, and versatility as a solvent.

  Related Access Points

  - **SC.912.L.18.In.7:** Identify that special properties of water, such as the ability to moderate temperature and dissolve substances, help to sustain living things on Earth.
  - **SC.912.L.18.Su.6:** Identify the important role of water in sustaining life of plants and animals.
  - **SC.912.L.18.Pa.5:** Recognize that plants and animals use water to live.

- **SC.912.N.1.1:** Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following:
  1. **Pose questions about the natural world,** (Articulate the purpose of the investigation and identify the relevant scientific concepts).
  2. **Conduct systematic observations,** (Write procedures that are clear and replicable. Identify observables and examine relationships between test (independent) variable and outcome (dependent) variable. Employ appropriate methods for accurate and consistent observations; conduct and record measurements at appropriate levels of precision. Follow safety guidelines).
  3. **Examine books and other sources of information to see what is already known,**
  4. **Review what is known in light of empirical evidence,** (Examine whether available empirical evidence can be interpreted in terms of existing knowledge and models, and if not, modify or develop new models).
  5. **Plan investigations,** (Design and evaluate a scientific investigation).
  6. **Use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs),** (Collect data or evidence in an organized way. Properly use instruments, equipment, and materials (e.g., scales, probeware, meter sticks, microscopes, computers) including set-up, calibration, technique, maintenance, and storage).
  7. **Pose answers, explanations, or descriptions of events,**
  8. **Generate explanations that explicate or describe natural phenomena (inferences),**
  9. **Use appropriate evidence and reasoning to justify these explanations to others,**
  10. **Communicate results of scientific investigations, and**
  11. **Evaluate the merits of the explanations produced by others.**

  Related Access Points

  - **SC.912.N.1.In.1:** Identify a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Identify a scientific question 2. Examine reliable sources of informtion to identify what is already known 3. Develop a possible explanation (hypothesis) 4. Plan and carry out an

experiment 5. Gather data based on measurement and observations 6. Evaluate the data 7. Use the data to support reasonable explanations, inferences, and conclusions.

- **SC.912.N.1.Su.1:** Recognize a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Recognize a scientific question 2. Use reliable information and identify what is already known 3. Create possible explanation 4. Carry out a planned experiment 5. Record observations 6. Summarize results 7. Reach a reasonable conclusion.
- **SC.912.N.1.Pa.1:** Recognize a problem related to a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Observe objects and activities 2. Follow planned procedures 3. Recognize a solution.

- **SC.912.N.1.2:** Describe and explain what characterizes science and its methods.

  Related Access Points

  - **SC.912.N.1.In.2:** Describe the processes used in scientific investigations, including posing a research question, forming a hypothesis, reviewing what is known, collecting evidence, evaluating results, and reaching conclusions.
  - **SC.912.N.1.Su.2:** Identify the basic process used in scientific investigations, including questioning, observing, recording, determining, and sharing results.
  - **SC.912.N.1.Pa.2:** Recognize a process used in science to solve problems, such as observing, following procedures, and recognizing results.

- **SC.912.N.1.4:** Identify sources of information and assess their reliability according to the strict standards of scientific investigation.

  Related Access Points

  - **SC.912.N.1.In.1:** Identify a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Identify a scientific question 2. Examine reliable sources of informtion to identify what is already known 3. Develop a possible explanation (hypothesis) 4. Plan and carry out an experiment 5. Gather data based on measurement and observations 6. Evaluate the data 7. Use the data to support reasonable explanations, inferences, and conclusions.
  - **SC.912.N.1.Su.1:** Recognize a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Recognize a scientific question 2. Use reliable information and identify what is already known 3. Create possible explanation 4. Carry out a planned experiment 5. Record observations 6. Summarize results 7. Reach a reasonable conclusion.
  - **SC.912.N.1.Pa.1:** Recognize a problem related to a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Observe objects and activities 2. Follow planned procedures 3. Recognize a solution.

- **SC.912.N.1.5:** Describe and provide examples of how similar investigations conducted in many parts of the world result in the same outcome.

  Related Access Points

  - **SC.912.N.1.In.3:** Identify that scientific investigations are sometimes repeated in different locations.
  - **SC.912.N.1.Su.3:** Recognize that scientific investigations can be repeated in different locations.
  - **SC.912.N.1.Pa.3:** Recognize that when a variety of common activities are repeated the same way, the outcomes are the same.

- **SC.912.N.1.6:** Describe how scientific inferences are drawn from scientific observations and provide examples from the content being studied.

Related Access Points

- **SC.912.N.1.In.1:** Identify a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Identify a scientific question 2. Examine reliable sources of informtion to identify what is already known 3. Develop a possible explanation (hypothesis) 4. Plan and carry out an experiment 5. Gather data based on measurement and observations 6. Evaluate the data 7. Use the data to support reasonable explanations, inferences, and conclusions.
- **SC.912.N.1.Su.1:** Recognize a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Recognize a scientific question 2. Use reliable information and identify what is already known 3. Create possible explanation 4. Carry out a planned experiment 5. Record observations 6. Summarize results 7. Reach a reasonable conclusion.
- **SC.912.N.1.Pa.1:** Recognize a problem related to a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Observe objects and activities 2. Follow planned procedures 3. Recognize a solution.

- **SC.912.N.1.7:** Recognize the role of creativity in constructing scientific questions, methods and explanations.

  Related Access Points

  - **SC.912.N.1.In.4:** Identify that scientists use many different methods in conducting their research.
  - **SC.912.N.1.Su.4:** Recognize that scientists use a variety of methods to get answers to their research questions.
  - **SC.912.N.1.Pa.4:** Recognize that people try different ways to complete a task when the first one does not work.

- **SC.912.N.2.2:** Identify which questions can be answered through science and which questions are outside the boundaries of scientific investigation, such as questions addressed by other ways of knowing, such as art, philosophy, and religion.

  Related Access Points

  - **SC.912.N.2.In.2:** Distinguish between questions that can be answered by science and observable information and questions that can’t be answered by science and observable information.
  - **SC.912.N.2.Su.1:** Identify questions that can be answered by science.
  - **SC.912.N.2.Pa.1:** Recognize an example of work by scientists.

- **SC.912.N.2.4:** Explain that scientific knowledge is both durable and robust and open to change. Scientific knowledge can change because it is often examined and re-examined by new investigations and scientific argumentation. Because of these frequent examinations, scientific knowledge becomes stronger, leading to its durability.

  Related Access Points

  - **SC.912.N.2.In.3:** Recognize that scientific knowledge can be challenged or confirmed by new investigations and reexamination.
  - **SC.912.N.2.Su.2:** Recognize that what is known about science can change based on new information.
  - **SC.912.N.2.Pa.2:** Recognize a variety of cause-effect relationships related to science.

- **SC.912.N.2.5:** Describe instances in which scientists' varied backgrounds, talents, interests, and goals influence the inferences and thus the explanations that they make about observations of natural phenomena and describe that competing interpretations (explanations) of scientists are a strength of science as they are a source of new, testable

ideas that have the potential to add new evidence to support one or another of the explanations.

Related Access Points

- **SC.912.N.2.In.4:** Identify major contributions of scientists.
- **SC.912.N.2.Su.3:** Recognize major contributions of scientists.
- **SC.912.N.2.Pa.1:** Recognize an example of work by scientists.

- **SC.912.N.3.2:** Describe the role consensus plays in the historical development of a theory in any one of the disciplines of science.

  Related Access Points

  - **SC.912.N.3.In.1:** Recognize that a scientific theory is developed by repeated investigations of many scientists and agreement on the likely explanation.
  - **SC.912.N.3.Su.1:** Recognize that scientific theories are supported by evidence and agreement of many scientists.
  - **SC.912.N.3.Pa.1:** Recognize examples of cause-effect descriptions or explanations related to science.

- **SC.912.N.3.3:** Explain that scientific laws are descriptions of specific relationships under given conditions in nature, but do not offer explanations for those relationships.

  Related Access Points

  - **SC.912.N.3.In.2:** Identify examples of scientific laws that describe relationships in the natural world, such as Newton’s laws.
  - **SC.912.N.3.Su.2:** Recognize examples of scientific laws that describe relationships in nature, such as Newton’s laws.
  - **SC.912.N.3.Pa.1:** Recognize examples of cause-effect descriptions or explanations related to science.

- **SC.912.N.3.5:** Describe the function of models in science, and identify the wide range of models used in science.

  Related Access Points

  - **SC.912.N.3.In.3:** Identify ways models are used in the study of science.
  - **SC.912.N.3.Su.3:** Recognize ways models are used in the study of science.
  - **SC.912.N.3.Pa.2:** Recognize a model used in the context of one’s own study of science.

- **SC.912.N.4.1:** Explain how scientific knowledge and reasoning provide an empirically-based perspective to inform society's decision making.

  Related Access Points

  - **SC.912.N.4.In.1:** Identify ways scientific knowledge and problem solving benefit people.
  - **SC.912.N.4.Su.1:** Recognize ways scientific knowledge and problem solving benefit people.
  - **SC.912.N.4.Pa.1:** Recognize science information that helps people.

- **SC.912.P.8.1:** Differentiate among the four states of matter.

  Related Access Points

  - **SC.912.P.8.In.1:** Classify states of matter as solid, liquid, and gaseous.
  - **SC.912.P.8.Su.1:** Identify examples of states of matter as solid, liquid, and gaseous.
  - **SC.912.P.8.Pa.1:** Select an example of a common solid, liquid, and gas.

- **SC.912.P.8.2:** Differentiate between physical and chemical properties and physical and chemical changes of matter.

  Related Access Points
  - **SC.912.P.8.In.2:** Compare characteristics of physical and chemical changes of matter.
  - **SC.912.P.8.Su.2:** Identify examples of physical and chemical changes.
  - **SC.912.P.8.Pa.2:** Recognize a common chemical change, such as cooking, burning, rusting, or decaying.

- **SC.912.P.8.3:** Explore the scientific theory of atoms (also known as atomic theory) by describing changes in the atomic model over time and why those changes were necessitated by experimental evidence.

  Related Access Points
  - **SC.912.P.8.In.3:** Identify the nucleus as the center of an atom.
  - **SC.912.P.8.Su.3:** Recognize that atoms are tiny particles in materials, too small to see.
  - **SC.912.P.8.Pa.3:** Recognize that the parts of an object can be put together to make a whole.

- **SC.912.P.8.4:** Explore the scientific theory of atoms (also known as atomic theory) by describing the structure of atoms in terms of protons, neutrons and electrons, and differentiate among these particles in terms of their mass, electrical charges and locations within the atom.

  Related Access Points
  - **SC.912.P.8.In.3:** Identify the nucleus as the center of an atom.
  - **SC.912.P.8.Su.3:** Recognize that atoms are tiny particles in materials, too small to see.
  - **SC.912.P.8.Pa.3:** Recognize that the parts of an object can be put together to make a whole.

- **SC.912.P.8.5:** Relate properties of atoms and their position in the periodic table to the arrangement of their electrons.

  Related Access Points
  - **SC.912.P.8.In.4:** Recognize that the periodic table includes all known elements.
  - **SC.912.P.8.Su.4:** Recognize examples of common elements, such as oxygen and hydrogen.
  - **SC.912.P.8.Pa.3:** Recognize that the parts of an object can be put together to make a whole.

- **SC.912.P.8.6:** Distinguish between bonding forces holding compounds together and other attractive forces, including hydrogen bonding and van der Waals forces.

  Related Access Points
  - **SC.912.P.8.In.5:** Identify that compounds are made of two or more elements.
  - **SC.912.P.8.Su.5:** Recognize examples of common compounds, such as water and salt.
  - **SC.912.P.8.Pa.4:** Match common compounds to their names or communication symbols.

- **SC.912.P.8.7:** Interpret formula representations of molecules and compounds in terms of composition and structure.

  Related Access Points
  - **SC.912.P.8.In.6:** Identify formulas for common compounds, such as H2O and CO2.

- **SC.912.P.8.Su.6:** Match common chemical formulas to their common name, such as H2O to water.
- **SC.912.P.8.Pa.4:** Match common compounds to their names or communication symbols.

- **SC.912.P.8.8:** Characterize types of chemical reactions, for example: redox, acid-base, synthesis, and single and double replacement reactions.

  Related Access Points
  - **SC.912.P.8.In.2:** Compare characteristics of physical and chemical changes of matter.
  - **SC.912.P.8.Su.2:** Identify examples of physical and chemical changes.
  - **SC.912.P.8.Pa.2:** Recognize a common chemical change, such as cooking, burning, rusting, or decaying.

- **SC.912.P.8.9:** Apply the mole concept and the law of conservation of mass to calculate quantities of chemicals participating in reactions.

  Related Access Points
  - **SC.912.P.8.In.2:** Compare characteristics of physical and chemical changes of matter.
  - **SC.912.P.8.Su.2:** Identify examples of physical and chemical changes.
  - **SC.912.P.8.Pa.2:** Recognize a common chemical change, such as cooking, burning, rusting, or decaying.

- **SC.912.P.8.11:** Relate acidity and basicity to hydronium and hydroxyl ion concentration and pH.

  Related Access Points
  - **SC.912.P.8.In.7:** Identify properties of common acids and bases.
  - **SC.912.P.8.Su.7:** Categorize common materials or foods as acids or bases.
  - **SC.912.P.8.Pa.5:** Recognize that some acids and bases can be dangerous and identify related hazard symbols.

- **SC.912.P.10.1:** Differentiate among the various forms of energy and recognize that they can be transformed from one form to others.

  Related Access Points
  - **SC.912.P.10.In.1:** Identify examples of energy being transformed from one form to another (conserved quantity).
  - **SC.912.P.10.Su.1:** Recognize energy transformations that occur in everyday life, such as solar energy to electricity.
  - **SC.912.P.10.Pa.1:** Observe and recognize examples of the transformation of electrical energy to light and heat.

- **SC.912.P.10.5:** Relate temperature to the average molecular kinetic energy.

  Related Access Points
  - **SC.912.P.10.In.3:** Relate the transfer of heat to the states of matter, including gases result from heating, liquids result from cooling a gas, and solids result from further cooling a liquid.
  - **SC.912.P.10.Su.3:** Observe and recognize ways that heat travels, such as through space (radiation), through solids (conduction), and through liquids and gases (convection).
  - **SC.912.P.10.Pa.3:** Recognize the source and recipient of heat transfer.

- **SC.912.P.10.6:** Create and interpret potential energy diagrams, for example: chemical reactions, orbits around a central body, motion of a pendulum.

Related Access Points

- **SC.912.P.10.In.1:** Identify examples of energy being transformed from one form to another (conserved quantity).
- **SC.912.P.10.Su.1:** Recognize energy transformations that occur in everyday life, such as solar energy to electricity.
- **SC.912.P.10.Pa.4:** Identify materials that provide protection (insulation) from heat.

- **SC.912.P.10.7:** Distinguish between endothermic and exothermic chemical processes.

  Related Access Points

  - **SC.912.P.10.In.4:** Describe a process that gives off heat (exothermic), such as burning, and a process that absorbs heat (endothermic), such as water coming to a boil.
  - **SC.912.P.10.Su.4:** Recognize common processes that give off heat (exothermic), such as burning, and processes that absorb heat (endothermic), such as water coming to a boil.
  - **SC.912.P.10.Pa.4:** Identify materials that provide protection (insulation) from heat.

- **SC.912.P.10.9:** Describe the quantization of energy at the atomic level.

  Related Access Points

  - **SC.912.P.10.In.6:** Identify that atoms can be changed to release energy, such as in nuclear power plants, and recognize one related safety issue.
  - **SC.912.P.10.Su.5:** Recognize that nuclear power plants generate electricity and can be dangerous.
  - **SC.912.P.10.Pa.5:** Recognize the universal symbols for radioactive and other hazardous materials.

- **SC.912.P.10.12:** Differentiate between chemical and nuclear reactions.

  Related Access Points

  - **SC.912.P.10.In.6:** Identify that atoms can be changed to release energy, such as in nuclear power plants, and recognize one related safety issue.
  - **SC.912.P.10.Su.5:** Recognize that nuclear power plants generate electricity and can be dangerous.
  - **SC.912.P.10.Pa.5:** Recognize the universal symbols for radioactive and other hazardous materials.

- **SC.912.P.10.18:** Explore the theory of electromagnetism by comparing and contrasting the different parts of the electromagnetic spectrum in terms of wavelength, frequency, and energy, and relate them to phenomena and applications.

  Related Access Points

  - **SC.912.P.10.In.9:** Identify common applications of electromagnetic waves moving through different media, such as radio waves, microwaves, x-rays, or infrared.
  - **SC.912.P.10.Su.10:** Recognize examples of electromagnetic waves moving through different media, such as microwave ovens, radios, and x-rays.
  - **SC.912.P.10.Pa.10:** Recognize primary and secondary colors in visible light.

- **SC.912.P.12.10:** Interpret the behavior of ideal gases in terms of kinetic molecular theory.

  Related Access Points

  - **SC.912.P.12.In.6:** Identify that gases exert pressure in a closed surface, such as pressure inside a basketball or a hot air balloon.

- **SC.912.P.12.Su.6:** Recognize that a gas can exert pressure, such as in balloons, car tires, or pool floats.
- **SC.912.P.12.Pa.6:** Recognize that some objects contain air, such as balloons, tires, and balls.

- **SC.912.P.12.11:** Describe phase transitions in terms of kinetic molecular theory.
- **SC.912.P.12.12:** Explain how various factors, such as concentration, temperature, and presence of a catalyst affect the rate of a chemical reaction.
- **SC.912.P.12.13:** Explain the concept of dynamic equilibrium in terms of reversible processes occurring at the same rates.
- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.

- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:

  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:

  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SC.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Science. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/sc.pdf.

Version Requirements

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to

calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

Additional Instructional Resources:
A.V.E. for Success Collection:

General Information

Course Number: 7920011

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS CHEMISTRY 1

Number of Credits: Course may be taken for up to two credits

Course Length: Multiple (M) - Course length can vary

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12,30,31

Graduation Requirement: Equally Rigorous Science

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Science (Secondary Grades 7-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Middle Grades General Science (Middle Grades 5-9)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Chemistry (Grades 6-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Science (Secondary Grades 7-12) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Middle Grades General Science (Middle Grades 5-9)
- Chemistry (Grades 6-12) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)

- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Science (Secondary Grades 7-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Middle Grades General Science (Middle Grades 5-9)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Chemistry (Grades 6-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Science (Secondary Grades 7-12) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Middle Grades General Science (Middle Grades 5-9)
- Chemistry (Grades 6-12) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Science (Secondary Grades 7-12) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Middle Grades General Science (Middle Grades 5-9) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Chemistry (Grades 6-12) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)

Access Biology 1 (#7920015)

Version: 2026 - And Beyond (current)

Biology 1 - 2000310

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **SC.912.E.7.1:** Analyze the movement of matter and energy through the different biogeochemical cycles, including water and carbon.

  Related Access Points
  - **SC.912.E.7.In.1:** Identify cycles that occur on Earth, such as the water and carbon cycles, and the role energy plays in them.
  - **SC.912.E.7.Su.1:** Recognize the phases of the water cycle that occur on Earth and the role energy plays in the water cycle.
  - **SC.912.E.7.Pa.1:** Recognize that clouds release rain (part of the water cycle).

- **SC.912.L.14.1:** Describe the scientific theory of cells (cell theory) and relate the history of its discovery to the process of science.

  Related Access Points
  - **SC.912.L.14.In.1:** Identify that all living things are made of cells and cells function in similar ways (cell theory).
  - **SC.912.L.14.Su.1:** Identify that the cell is the smallest basic unit of life and that all living things are made of cells.
  - **SC.912.L.14.Pa.1:** Match parts of common living things to their functions.

- **SC.912.L.14.2:** Relate structure to function for the components of plant and animal cells. Explain the role of cell membranes as a highly selective barrier (passive and active transport).

  Related Access Points
  - **SC.912.L.14.In.2:** Identify the major parts of plant and animal cells, including the cell membrane, nucleus, and cytoplasm, and their basic functions.
  - **SC.912.L.14.Su.2:** Recognize that cells have different parts and each has a function.
  - **SC.912.L.14.Pa.1:** Match parts of common living things to their functions.

- **SC.912.L.14.3:** Compare and contrast the general structures of plant and animal cells. Compare and contrast the general structures of prokaryotic and eukaryotic cells.

  Related Access Points
  - **SC.912.L.14.In.2:** Identify the major parts of plant and animal cells, including the cell membrane, nucleus, and cytoplasm, and their basic functions.
  - **SC.912.L.14.Su.2:** Recognize that cells have different parts and each has a function.
  - **SC.912.L.14.Pa.1:** Match parts of common living things to their functions.

- **SC.912.L.14.4:** Compare and contrast structure and function of various types of microscopes.

- **SC.912.L.14.6:** Explain the significance of genetic factors, environmental factors, and pathogenic agents to health from the perspectives of both individual and public health.

  Related Access Points
  - **SC.912.L.14.In.4:** Describe common human health issues.
  - **SC.912.L.14.Su.3:** Recognize common human health issues.

- **SC.912.L.14.Pa.3:** Identify ways to prevent infection from bacteria and viruses, such as hand washing and first aid.

- **SC.912.L.14.7:** Relate the structure of each of the major plant organs and tissues to physiological processes.

  Related Access Points
  - **SC.912.L.14.In.5:** Describe the general processes of food production, support, water transport, and reproduction in the major parts of plants.
  - **SC.912.L.14.Su.4:** Relate parts of plants, such as leaf, stem, root, seed, and flower, to the functions of food production, support, water transport, and reproduction.
  - **SC.912.L.14.Pa.4:** Recognize major plant parts, such as root, stem, leaf, and flower.

- **SC.912.L.14.26:** Identify the major parts of the brain on diagrams or models.

- **SC.912.L.14.36:** Describe the factors affecting blood flow through the cardiovascular system.

- **SC.912.L.14.52:** Explain the basic functions of the human immune system, including specific and nonspecific immune response, vaccines, and antibiotics.

- **SC.912.L.15.1:** Explain how the scientific theory of evolution is supported by the fossil record, comparative anatomy, comparative embryology, biogeography, molecular biology, and observed evolutionary change.

  Related Access Points
  - **SC.912.L.15.In.1:** Identify that prehistoric plants and animals changed over time (evolved) or became extinct.
  - **SC.912.L.15.Su.1:** Match fossils to related species.
  - **SC.912.L.15.Pa.1:** Recognize that plants and animals change as they age.

- **SC.912.L.15.4:** Describe how and why organisms are hierarchically classified and based on evolutionary relationships.

  Related Access Points
  - **SC.912.L.15.In.2:** Classify living organisms into their kingdoms.
  - **SC.912.L.15.Su.2:** Match organisms to the animal, plant, and fungus kingdoms.
  - **SC.912.L.15.Pa.2:** Sort common living things into plant and animal kingdoms.

- **SC.912.L.15.5:** Explain the reasons for changes in how organisms are classified.

- **SC.912.L.15.6:** Discuss distinguishing characteristics of the domains and kingdoms of living organisms.

  Related Access Points
  - **SC.912.L.15.In.2:** Classify living organisms into their kingdoms.
  - **SC.912.L.15.Su.2:** Match organisms to the animal, plant, and fungus kingdoms.
  - **SC.912.L.15.Pa.2:** Sort common living things into plant and animal kingdoms.

- **SC.912.L.15.8:** Describe the scientific explanations of the origin of life on Earth.

  Related Access Points
  - **SC.912.L.15.In.3:** Identify that there are scientific explanations of the origin of life on Earth.
  - **SC.912.L.15.Su.3:** Recognize that there are scientific explanations of how life began.
  - **SC.912.L.15.Pa.1:** Recognize that plants and animals change as they age.

- **SC.912.L.15.10:** Identify basic trends in hominid evolution from early ancestors six million years ago to modern humans, including brain size, jaw size, language, and manufacture of tools.

  Related Access Points
  - **SC.912.L.15.In.4:** Recognize ways that the appearance of humans, their language, and their tools have changed over time.
  - **SC.912.L.15.Su.4:** Recognize that humans have changed in appearance over a very long period of time.
  - **SC.912.L.15.Pa.1:** Recognize that plants and animals change as they age.

- **SC.912.L.15.13:** Describe the conditions required for natural selection, including: overproduction of offspring, inherited variation, and the struggle to survive, which result in differential reproductive success.

  Related Access Points
  - **SC.912.L.15.In.5:** Recognize that some living things produce very large numbers of offspring to ensure that enough survive to continue the species (a condition for natural selection).
  - **SC.912.L.15.Su.5:** Recognize that some living things, such as fish and turtles, produce very large numbers of offspring because most will die as a result of dangers in the environment before they grow up.
  - **SC.912.L.15.Pa.3:** Recognize that animals produce offspring.

- **SC.912.L.15.14:** Discuss mechanisms of evolutionary change other than natural selection such as genetic drift and gene flow.

  Related Access Points
  - **SC.912.L.15.In.1:** Identify that prehistoric plants and animals changed over time (evolved) or became extinct.
  - **SC.912.L.15.Su.1:** Match fossils to related species.
  - **SC.912.L.15.Pa.1:** Recognize that plants and animals change as they age.

- **SC.912.L.15.15:** Describe how mutation and genetic recombination increase genetic variation.

  Related Access Points
  - **SC.912.L.15.Su.6:** Recognize that characteristics of the offspring of living things are sometimes different from their parents.
  - **SC.912.L.15.Pa.4:** Recognize differences in physical characteristics within a species of animals, such as different types of dogs.

- **SC.912.L.16.1:** Use Mendel's laws of segregation and independent assortment to analyze patterns of inheritance.

  Related Access Points
  - **SC.912.L.16.In.1:** Identify that genes are sets of instructions that determine which characteristics are passed from parent to offspring.
  - **SC.912.L.16.Su.1:** Recognize characteristics (traits) that offspring inherit from parents.
  - **SC.912.L.16.Pa.1:** Recognize similar characteristics (traits) between a child and parents, such as hair, eye, and skin color, or height.

- **SC.912.L.16.2:** Discuss observed inheritance patterns caused by various modes of inheritance, including dominant, recessive, codominant, sex-linked, polygenic, and multiple alleles.

Related Access Points

- **SC.912.L.16.In.2:** Identify traits that plants and animals, including humans, inherit.
- **SC.912.L.16.Su.1:** Recognize characteristics (traits) that offspring inherit from parents.
- **SC.912.L.16.Pa.1:** Recognize similar characteristics (traits) between a child and parents, such as hair, eye, and skin color, or height.

- **SC.912.L.16.3:** Describe the basic process of DNA replication and how it relates to the transmission and conservation of the genetic information.

  Related Access Points

  - **SC.912.L.16.In.3:** Recognize that a substance called DNA carries genetic information in all organisms, and changes (mutations) in DNA can be helpful or harmful to an organism.
  - **SC.912.L.16.Su.2:** Recognize that all organisms have a substance called DNA with unique information.
  - **SC.912.L.16.Pa.2:** Recognize similarities in characteristics of plants and animals of the same type (species).

- **SC.912.L.16.4:** Explain how mutations in the DNA sequence may or may not result in phenotypic change. Explain how mutations in gametes may result in phenotypic changes in offspring.

  Related Access Points

  - **SC.912.L.16.In.3:** Recognize that a substance called DNA carries genetic information in all organisms, and changes (mutations) in DNA can be helpful or harmful to an organism.
  - **SC.912.L.16.Su.2:** Recognize that all organisms have a substance called DNA with unique information.
  - **SC.912.L.16.Pa.2:** Recognize similarities in characteristics of plants and animals of the same type (species).

- **SC.912.L.16.5:** Explain the basic processes of transcription and translation, and how they result in the expression of genes.

  Related Access Points

  - **SC.912.L.16.In.3:** Recognize that a substance called DNA carries genetic information in all organisms, and changes (mutations) in DNA can be helpful or harmful to an organism.
  - **SC.912.L.16.Su.2:** Recognize that all organisms have a substance called DNA with unique information.
  - **SC.912.L.16.Pa.2:** Recognize similarities in characteristics of plants and animals of the same type (species).

- **SC.912.L.16.8:** Explain the relationship between mutation, cell cycle, and uncontrolled cell growth potentially resulting in cancer.

  Related Access Points

  - **SC.912.L.16.In.4:** Identify that cancer can result when cells change or grow uncontrollably.
  - **SC.912.L.16.Su.3:** Recognize that cancer may result when cells change or grow too fast.
  - **SC.912.L.16.Pa.3:** Recognize that illness can result when parts of our bodies are not working properly.

- **SC.912.L.16.9:** Explain how and why the genetic code is universal and is common to almost all organisms.

  Related Access Points

- **SC.912.L.16.In.3:** Recognize that a substance called DNA carries genetic information in all organisms, and changes (mutations) in DNA can be helpful or harmful to an organism.
- **SC.912.L.16.Su.2:** Recognize that all organisms have a substance called DNA with unique information.
- **SC.912.L.16.Pa.2:** Recognize similarities in characteristics of plants and animals of the same type (species).

- **SC.912.L.16.10:** Evaluate the impact of biotechnology on the individual, society and the environment, including medical and ethical issues.

  Related Access Points
  - **SC.912.L.16.In.5:** Identify ways that biotechnology has impacted society and the environment, such as the development of new medicines and farming techniques.
  - **SC.912.L.16.Su.4:** Recognize that new medicines and foods can be developed by science (biotechnology).
  - **SC.912.L.16.Pa.4:** Recognize a food.

- **SC.912.L.16.13:** Describe the basic anatomy and physiology of the human reproductive system. Describe the process of human development from fertilization to birth and major changes that occur in each trimester of pregnancy.

  Related Access Points
  - **SC.912.L.16.In.6:** Describe the basic process of human development from fertilization to birth.
  - **SC.912.L.16.Su.5:** Recognize major phases in the process of human development from fertilization to birth.
  - **SC.912.L.16.Pa.5:** Recognize the sequence of human development from baby to child to adult.

- **SC.912.L.16.14:** Describe the cell cycle, including the process of mitosis. Explain the role of mitosis in the formation of new cells and its importance in maintaining chromosome number during asexual reproduction.

  Related Access Points
  - **SC.912.L.16.In.7:** Recognize that cells reproduce by dividing to produce new cells that are identical (mitosis) or new cells that are different (meiosis).
  - **SC.912.L.16.Su.6:** Recognize that cells reproduce by dividing.
  - **SC.912.L.16.Pa.6:** Recognize that living things produce offspring (reproduce).

- **SC.912.L.16.16:** Describe the process of meiosis, including independent assortment and crossing over. Explain how reduction division results in the formation of haploid gametes or spores.

  Related Access Points
  - **SC.912.L.16.In.7:** Recognize that cells reproduce by dividing to produce new cells that are identical (mitosis) or new cells that are different (meiosis).
  - **SC.912.L.16.Su.6:** Recognize that cells reproduce by dividing.
  - **SC.912.L.16.Pa.6:** Recognize that living things produce offspring (reproduce).

- **SC.912.L.16.17:** Compare and contrast mitosis and meiosis and relate to the processes of sexual and asexual reproduction and their consequences for genetic variation.

  Related Access Points
  - **SC.912.L.16.Su.6:** Recognize that cells reproduce by dividing.

- **SC.912.L.16.Pa.6:** Recognize that living things produce offspring (reproduce).

- **SC.912.L.17.2:** Explain the general distribution of life in aquatic systems as a function of chemistry, geography, light, depth, salinity, and temperature.

  Related Access Points
  - **SC.912.L.17.In.1:** Recognize that living things in oceans and fresh water are affected by the location, availability of light, depth of the water, and temperature.
  - **SC.912.L.17.Su.1:** Recognize that living things in bodies of water are affected by the location and depth of the water.
  - **SC.912.L.17.Pa.1:** Recognize common living things in bodies of water.

- **SC.912.L.17.4:** Describe changes in ecosystems resulting from seasonal variations, climate change and succession.

  Related Access Points
  - **SC.912.L.17.In.2:** Identify that living things in an ecosystem are affected by changes in the environment, such as changes to the food supply, climate change, or the introduction of predators.
  - **SC.912.L.17.Su.2:** Recognize how animals and plants in an ecosystem may be affected by changes to the food supply or climate.
  - **SC.912.L.17.Pa.2:** Recognize what happens to plants and animals when they don't get enough food or water.

- **SC.912.L.17.5:** Analyze how population size is determined by births, deaths, immigration, emigration, and limiting factors (biotic and abiotic) that determine carrying capacity.

  Related Access Points
  - **SC.912.L.17.In.2:** Identify that living things in an ecosystem are affected by changes in the environment, such as changes to the food supply, climate change, or the introduction of predators.
  - **SC.912.L.17.Su.2:** Recognize how animals and plants in an ecosystem may be affected by changes to the food supply or climate.
  - **SC.912.L.17.Pa.2:** Recognize what happens to plants and animals when they don't get enough food or water.

- **SC.912.L.17.8:** Recognize the consequences of the losses of biodiversity due to catastrophic events, climate changes, human activity, and the introduction of invasive, non-native species.

  Related Access Points
  - **SC.912.L.17.In.4:** Recognize possible changes in an ecosystem (biodiversity) that can result from natural catastrophic events, changes in climate, and human activity.
  - **SC.912.L.17.Su.4:** Recognize changes in living things (biodiversity) that can result from natural catastrophic events and human activity.
  - **SC.912.L.17.Pa.4:** Recognize actions that are harmful to living things.

- **SC.912.L.17.9:** Use a food web to identify and distinguish producers, consumers, and decomposers. Explain the pathway of energy transfer through trophic levels and the reduction of available energy at successive trophic levels.

  Related Access Points
  - **SC.912.L.17.In.5:** Identify the components of a food web, including sunlight, producers, consumers, and decomposers, and trace the flow of energy from the Sun.
  - **SC.912.L.17.Su.5:** Identify producers, consumers, and decomposers in a simple food chain.

- **SC.912.L.17.Pa.5:** Recognize that animals (consumers) eat animals and plants for food.

- **SC.912.L.17.11:** Evaluate the costs and benefits of renewable and nonrenewable resources, such as water, energy, fossil fuels, wildlife, and forests.

  Related Access Points
  - **SC.912.L.17.In.7:** Identify types of renewable and nonrenewable natural resources and explain the need for conservation.
  - **SC.912.L.17.Su.7:** Identify a way to conserve a familiar, nonrenewable, natural resource.
  - **SC.912.L.17.Pa.6:** Recognize the importance of clean water for living things.

- **SC.912.L.17.13:** Discuss the need for adequate monitoring of environmental parameters when making policy decisions.

- **SC.912.L.17.20:** Predict the impact of individuals on environmental systems and examine how human lifestyles affect sustainability.

  Related Access Points
  - **SC.912.L.17.In.8:** Describe ways the lifestyles of individuals and groups can help or hurt the environment.
  - **SC.912.L.17.Su.8:** Identify ways individuals can help the environment.
  - **SC.912.L.17.Pa.7:** Recognize a way to help the local environment.

- **SC.912.L.18.1:** Describe the basic molecular structures and primary functions of the four major categories of biological macromolecules.

  Related Access Points
  - **SC.912.L.18.In.1:** Identify that carbohydrates, fats, proteins, and nucleic acids (macromolecules) are important for human organisms.
  - **SC.912.L.18.Su.1:** Recognize that humans use proteins, carbohydrates, and fats.
  - **SC.912.L.18.Pa.1:** Recognize that humans need different kinds of food.

- **SC.912.L.18.7:** Identify the reactants, products, and basic functions of photosynthesis.

  Related Access Points
  - **SC.912.L.18.In.2:** Identify the products and function of photosynthesis.
  - **SC.912.L.18.Su.2:** Recognize that the function of photosynthesis is to produce food for plants.
  - **SC.912.L.18.Pa.2:** Recognize that plants need water, light, and air to grow.

- **SC.912.L.18.8:** Identify the reactants, products, and basic functions of aerobic and anaerobic cellular respiration.

  Related Access Points
  - **SC.912.L.18.In.3:** Identify that cells release energy from food so the organism can use it (cellular respiration).
  - **SC.912.L.18.Su.3:** Recognize that cells get energy from food.
  - **SC.912.L.18.Pa.3:** Identify that food is a source of energy.

- **SC.912.L.18.9:** Explain the interrelated nature of photosynthesis and cellular respiration.

  Related Access Points
  - **SC.912.L.18.In.4:** Recognize that plants give off oxygen that is used by animals and animals give off carbon dioxide that is used by plants.

- **SC.912.L.18.Su.4:** Recognize that people and animals breathe in the oxygen that plants give off.
- **SC.912.L.18.Pa.2:** Recognize that plants need water, light, and air to grow.

- **SC.912.L.18.10:** Connect the role of adenosine triphosphate (ATP) to energy transfers within a cell.

  Related Access Points
  - **SC.912.L.18.In.5:** Recognize that energy is stored in cells.
  - **SC.912.L.18.Su.3:** Recognize that cells get energy from food.
  - **SC.912.L.18.Pa.3:** Identify that food is a source of energy.

- **SC.912.L.18.11:** Explain the role of enzymes as catalysts that lower the activation energy of biochemical reactions. Identify factors, such as pH and temperature, and their effect on enzyme activity.

  Related Access Points
  - **SC.912.L.18.In.6:** Recognize that enzymes break down food molecules during the digestive process.
  - **SC.912.L.18.Su.5:** Recognize that food is broken down in digestion (use of enzymes).
  - **SC.912.L.18.Pa.4:** Recognize that saliva helps people eat when they chew.

- **SC.912.L.18.12:** Discuss the special properties of water that contribute to Earth's suitability as an environment for life: cohesive behavior, ability to moderate temperature, expansion upon freezing, and versatility as a solvent.

  Related Access Points
  - **SC.912.L.18.In.7:** Identify that special properties of water, such as the ability to moderate temperature and dissolve substances, help to sustain living things on Earth.
  - **SC.912.L.18.Su.6:** Identify the important role of water in sustaining life of plants and animals.
  - **SC.912.L.18.Pa.5:** Recognize that plants and animals use water to live.

- **SC.912.N.1.1:** Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following:
  1. **Pose questions about the natural world,** (Articulate the purpose of the investigation and identify the relevant scientific concepts).
  2. **Conduct systematic observations,** (Write procedures that are clear and replicable. Identify observables and examine relationships between test (independent) variable and outcome (dependent) variable. Employ appropriate methods for accurate and consistent observations; conduct and record measurements at appropriate levels of precision. Follow safety guidelines).
  3. **Examine books and other sources of information to see what is already known,**
  4. **Review what is known in light of empirical evidence,** (Examine whether available empirical evidence can be interpreted in terms of existing knowledge and models, and if not, modify or develop new models).
  5. **Plan investigations,** (Design and evaluate a scientific investigation).
  6. **Use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs),** (Collect data or evidence in an organized way. Properly use instruments, equipment, and materials (e.g., scales, probeware, meter sticks, microscopes, computers) including set-up, calibration, technique, maintenance, and storage).

7. **Pose answers, explanations, or descriptions of events,**
8. **Generate explanations that explicate or describe natural phenomena (inferences),**
9. **Use appropriate evidence and reasoning to justify these explanations to others,**
10. **Communicate results of scientific investigations, and**
11. **Evaluate the merits of the explanations produced by others.**

Related Access Points

- **SC.912.N.1.In.1:** Identify a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Identify a scientific question 2. Examine reliable sources of informtion to identify what is already known 3. Develop a possible explanation (hypothesis) 4. Plan and carry out an experiment 5. Gather data based on measurement and observations 6. Evaluate the data 7. Use the data to support reasonable explanations, inferences, and conclusions.
- **SC.912.N.1.Su.1:** Recognize a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Recognize a scientific question 2. Use reliable information and identify what is already known 3. Create possible explanation 4. Carry out a planned experiment 5. Record observations 6. Summarize results 7. Reach a reasonable conclusion.
- **SC.912.N.1.Pa.1:** Recognize a problem related to a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Observe objects and activities 2. Follow planned procedures 3. Recognize a solution.

- **SC.912.N.1.3:** Recognize that the strength or usefulness of a scientific claim is evaluated through scientific argumentation, which depends on critical and logical thinking, and the active consideration of alternative scientific explanations to explain the data presented.

  Related Access Points

  - **SC.912.N.1.In.2:** Describe the processes used in scientific investigations, including posing a research question, forming a hypothesis, reviewing what is known, collecting evidence, evaluating results, and reaching conclusions.
  - **SC.912.N.1.Su.2:** Identify the basic process used in scientific investigations, including questioning, observing, recording, determining, and sharing results.
  - **SC.912.N.1.Pa.2:** Recognize a process used in science to solve problems, such as observing, following procedures, and recognizing results.

- **SC.912.N.1.4:** Identify sources of information and assess their reliability according to the strict standards of scientific investigation.

  Related Access Points

  - **SC.912.N.1.In.1:** Identify a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Identify a scientific question 2. Examine reliable sources of informtion to identify what is already known 3. Develop a possible explanation (hypothesis) 4. Plan and carry out an experiment 5. Gather data based on measurement and observations 6. Evaluate the data 7. Use the data to support reasonable explanations, inferences, and conclusions.
  - **SC.912.N.1.Su.1:** Recognize a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Recognize a scientific question 2. Use reliable information and identify what is already known 3. Create possible explanation 4. Carry out a planned experiment 5. Record observations 6. Summarize results 7. Reach a reasonable conclusion.

- **SC.912.N.1.Pa.1:** Recognize a problem related to a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Observe objects and activities 2. Follow planned procedures 3. Recognize a solution.

- **SC.912.N.1.6:** Describe how scientific inferences are drawn from scientific observations and provide examples from the content being studied.

  Related Access Points

  - **SC.912.N.1.In.1:** Identify a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Identify a scientific question 2. Examine reliable sources of informtion to identify what is already known 3. Develop a possible explanation (hypothesis) 4. Plan and carry out an experiment 5. Gather data based on measurement and observations 6. Evaluate the data 7. Use the data to support reasonable explanations, inferences, and conclusions.
  - **SC.912.N.1.Su.1:** Recognize a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Recognize a scientific question 2. Use reliable information and identify what is already known 3. Create possible explanation 4. Carry out a planned experiment 5. Record observations 6. Summarize results 7. Reach a reasonable conclusion.
  - **SC.912.N.1.Pa.1:** Recognize a problem related to a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Observe objects and activities 2. Follow planned procedures 3. Recognize a solution.

- **SC.912.N.2.1:** Identify what is science, what clearly is not science, and what superficially resembles science (but fails to meet the criteria for science).

  Related Access Points

  - **SC.912.N.2.In.1:** Identify examples of investigations that involve science.
  - **SC.912.N.2.Su.1:** Identify questions that can be answered by science.
  - **SC.912.N.2.Pa.1:** Recognize an example of work by scientists.

- **SC.912.N.2.2:** Identify which questions can be answered through science and which questions are outside the boundaries of scientific investigation, such as questions addressed by other ways of knowing, such as art, philosophy, and religion.

  Related Access Points

  - **SC.912.N.2.In.2:** Distinguish between questions that can be answered by science and observable information and questions that can’t be answered by science and observable information.
  - **SC.912.N.2.Su.1:** Identify questions that can be answered by science.
  - **SC.912.N.2.Pa.1:** Recognize an example of work by scientists.

- **SC.912.N.3.1:** Explain that a scientific theory is the culmination of many scientific investigations drawing together all the current evidence concerning a substantial range of phenomena; thus, a scientific theory represents the most powerful explanation scientists have to offer.

  Related Access Points

  - **SC.912.N.3.In.1:** Recognize that a scientific theory is developed by repeated investigations of many scientists and agreement on the likely explanation.
  - **SC.912.N.3.Su.1:** Recognize that scientific theories are supported by evidence and agreement of many scientists.
  - **SC.912.N.3.Pa.1:** Recognize examples of cause-effect descriptions or explanations related to science.

- **SC.912.N.3.4:** Recognize that theories do not become laws, nor do laws become theories; theories are well supported explanations and laws are well supported descriptions.

  Related Access Points
  - **SC.912.N.3.In.1:** Recognize that a scientific theory is developed by repeated investigations of many scientists and agreement on the likely explanation.
  - **SC.912.N.3.In.2:** Identify examples of scientific laws that describe relationships in the natural world, such as Newton's laws.
  - **SC.912.N.3.Su.1:** Recognize that scientific theories are supported by evidence and agreement of many scientists.
  - **SC.912.N.3.Su.2:** Recognize examples of scientific laws that describe relationships in nature, such as Newton's laws.
  - **SC.912.N.3.Pa.1:** Recognize examples of cause-effect descriptions or explanations related to science.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:

  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:

  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **HE.912.C.1.3 (Archived Standard):** Evaluate how environment and personal health are interrelated.

  Related Access Points
  - **HE.912.C.1.In.c:** Explain how environment and personal health are interrelated, such as food options within a community and availability of recreational facilities.
  - **HE.912.C.1.Su.c:** Identify ways selected environmental factors can affect personal health, such as food options within a community and availability of recreational facilities.
  - **HE.912.C.1.Pa.c:** Recognize environmental factors and related personal health behaviors, such as having recreational facilities available and increased physical activity.

- **HE.912.C.1.5 (Archived Standard):** Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.

  Related Access Points
  - **HE.912.C.1.In.e:** Describe strategies for prevention, detection, and treatment of common communicable and chronic diseases, such as preventing and treating obesity, early detection of cancer, and getting adequate physical exercise to help prevent diabetes and heart disease.
  - **HE.912.C.1.Su.e:** Identify common strategies for prevention, detection, and treatment of common communicable and chronic diseases, such as preventing and treating obesity, early detection of cancer, and getting adequate physical exercise to help prevent diabetes and heart disease.
  - **HE.912.C.1.Pa.e:** Recognize selected strategies for prevention of common communicable diseases, such as sanitization, avoiding direct contact with infection, and proper disposal of hygiene products.

- **HE.912.C.1.7 (Archived Standard):** Analyze how heredity and family history can impact personal health.

  Related Access Points
  - **HE.912.C.1.In.g:** Explain how heredity and family history can impact personal health, such as drug use, family obesity, heart disease, and mental health.
  - **HE.912.C.1.Su.g:** Describe ways personal health can be affected by heredity and family history, such as drug use, family obesity, heart disease, and mental health.
  - **HE.912.C.1.Pa.g:** Recognize ways personal health can be affected by heredity or family history, such as drug use, family obesity, heart disease, and mental health.

- **ELD.K12.ELL.SC.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Science. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/sc.pdf.

Version Requirements

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

Additional Instructional Resources:
A.V.E. for Success Collection:

General Information

Course Number: 7920015

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS BIOLOGY 1

Number of Credits: Course may be taken for up to two credits

Course Length: Multiple (M) - Course length can vary

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12,30,31

Graduation Requirement: Biology

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Science (Secondary Grades 7-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Middle Grades General Science (Middle Grades 5-9)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Biology (Grades 6-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Science (Secondary Grades 7-12) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Middle Grades General Science (Middle Grades 5-9)
- Biology (Grades 6-12) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Science (Secondary Grades 7-12)

- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Middle Grades General Science (Middle Grades 5-9)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Biology (Grades 6-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Science (Secondary Grades 7-12) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Middle Grades General Science (Middle Grades 5-9)
- Biology (Grades 6-12) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Science (Secondary Grades 7-12) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Middle Grades General Science (Middle Grades 5-9) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Biology (Grades 6-12) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)

Access Earth/Space Science (#7920020)

Version: 2026 - And Beyond (current)

Earth/Space Science - 2001310

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **SC.912.E.5.1:** Cite evidence used to develop and verify the scientific theory of the Big Bang (also known as the Big Bang Theory) of the origin of the universe.

  Related Access Points
  - **SC.912.E.5.In.1:** Recognize that the Milky Way is part of the expanding universe.
  - **SC.912.E.5.Su.1:** Recognize that the universe consists of many galaxies, including the Milky Way.
  - **SC.912.E.5.Pa.1:** Recognize that when objects move away from each other, the distance between them expands.

- **SC.912.E.5.2:** Identify patterns in the organization and distribution of matter in the universe and the forces that determine them.

  Related Access Points
  - **SC.912.E.5.In.1:** Recognize that the Milky Way is part of the expanding universe.
  - **SC.912.E.5.Su.1:** Recognize that the universe consists of many galaxies, including the Milky Way.
  - **SC.912.E.5.Pa.1:** Recognize that when objects move away from each other, the distance between them expands.

- **SC.912.E.5.3:** Describe and predict how the initial mass of a star determines its evolution.

  Related Access Points
  - **SC.912.E.5.In.2:** Explain that stars change over time, and that stars can be different; some are smaller, some are larger and some appear brighter than others.
  - **SC.912.E.5.Su.2:** Identify differences in stars: some are smaller, some are larger and some appear brighter than others.
  - **SC.912.E.5.Pa.2:** Recognize that some stars are brighter than others.

- **SC.912.E.5.4:** Explain the physical properties of the Sun and its dynamic nature and connect them to conditions and events on Earth.

  Related Access Points
  - **SC.912.E.5.In.3:** Describe the Sun as a medium-sized star with sunspots and storms that can affect weather and radio transmissions on Earth.
  - **SC.912.E.5.Su.3:** Describe observable effects of the Sun on Earth, such as changes in light and temperature.
  - **SC.912.E.5.Pa.3:** Observe and recognize effects of the Sun on Earth, such as temperature changes.

- **SC.912.E.5.5:** Explain the formation of planetary systems based on our knowledge of our Solar System and apply this knowledge to newly discovered planetary systems.

  Related Access Points
  - **SC.912.E.5.In.4:** Recognize that there are other planetary systems in the universe besides the Solar System.

- **SC.912.E.5.Su.4:** Recognize that there are planetary systems in the Universe.
- **SC.912.E.5.Pa.4:** Recognize that Earth is a planet.

- **SC.912.E.5.6:** Develop logical connections through physical principles, including Kepler's and Newton's Laws about the relationships and the effects of Earth, Moon, and Sun on each other.

  Related Access Points
  - **SC.912.E.5.In.7:** Recognize a lunar eclipse, a solar eclipse, and the effect of the Moon on tides on Earth.
  - **SC.912.E.5.Su.5:** Recognize an eclipse.
  - **SC.912.E.5.Pa.3:** Observe and recognize effects of the Sun on Earth, such as temperature changes.

- **SC.912.E.5.9:** Analyze the broad effects of space exploration on the economy and culture of Florida.

  Related Access Points
  - **SC.912.E.5.Su.6:** Identify major contributions related to space exploration that affected Florida.
  - **SC.912.E.5.Pa.5:** Recognize items, such as freeze-dried food and space blankets, developed because of space exploration.

- **SC.912.E.5.11:** Distinguish the various methods of measuring astronomical distances and apply each in appropriate situations.

- **SC.912.E.6.1:** Describe and differentiate the layers of Earth and the interactions among them.

  Related Access Points
  - **SC.912.E.6.In.1:** Describe the three layers of Earth (core, mantle, and crust).
  - **SC.912.E.6.Su.1:** Recognize the three layers of Earth (core, mantle, and crust).
  - **SC.912.E.6.Pa.1:** Identify a surface feature of Earth, such as a hill.

- **SC.912.E.6.2:** Connect surface features to surface processes that are responsible for their formation.

  Related Access Points
  - **SC.912.E.6.In.2:** Describe examples of surface features, such as glaciers, valleys, canyons, and dried riverbeds, which are caused by wind and erosion (surface processes).
  - **SC.912.E.6.Su.2:** Identify types of surface features, such as hills and valleys.
  - **SC.912.E.6.Pa.1:** Identify a surface feature of Earth, such as a hill.

- **SC.912.E.6.3:** Analyze the scientific theory of plate tectonics and identify related major processes and features as a result of moving plates.

  Related Access Points
  - **SC.912.E.6.In.3:** Relate a cause and effect of movements in Earth’s crust (plate tectonics), such as fault lines in the plates causing earthquakes.
  - **SC.912.E.6.Su.3:** Recognize that Earth’s crust is broken into parts (plates) that move and cause mountains and volcanoes.
  - **SC.912.E.6.Pa.2:** Recognize that the surface of Earth can change.

- **SC.912.E.6.4:** Analyze how specific geologic processes and features are expressed in Florida and elsewhere.

Related Access Points

- **SC.912.E.6.In.4:** Identify natural geological processes that change the land and water in Florida, including beach erosion and sinkholes.
- **SC.912.E.6.Su.4:** Recognize examples of natural changes to Florida's land and water, such as beach erosion.
- **SC.912.E.6.Pa.2:** Recognize that the surface of Earth can change.

- **SC.912.E.6.5:** Describe the geologic development of the present day oceans and identify commonly found features.
- **SC.912.E.7.1:** Analyze the movement of matter and energy through the different biogeochemical cycles, including water and carbon.

  Related Access Points

  - **SC.912.E.7.In.1:** Identify cycles that occur on Earth, such as the water and carbon cycles, and the role energy plays in them.
  - **SC.912.E.7.Su.1:** Recognize the phases of the water cycle that occur on Earth and the role energy plays in the water cycle.
  - **SC.912.E.7.Pa.1:** Recognize that clouds release rain (part of the water cycle).
- **SC.912.E.7.2:** Analyze the causes of the various kinds of surface and deep water motion within the oceans and their impacts on the transfer of energy between the poles and the equator.

  Related Access Points

  - **SC.912.E.7.In.2:** Recognize that there are circular movements of ocean water (surface and deep-water currents) which move cold water from the poles toward the tropics and vice versa.
  - **SC.912.E.7.Su.2:** Recognize that currents move the ocean water around Earth.
  - **SC.912.E.7.Pa.2:** Recognize waves in the ocean.
- **SC.912.E.7.3:** Differentiate and describe the various interactions among Earth systems, including: atmosphere, hydrosphere, cryosphere, geosphere, and biosphere.

  Related Access Points

  - **SC.912.E.7.In.3:** Describe the interactions among the atmosphere, hydrosphere, and biosphere, including how air, water, and land support living things and how air temperature affects water and land temperatures.
  - **SC.912.E.7.Su.3:** Recognize components of the atmosphere, the hydrosphere, and the biosphere.
  - **SC.912.E.7.Pa.3:** Recognize that humans, plants, and animals live on the Earth (biosphere).
- **SC.912.E.7.4:** Summarize the conditions that contribute to the climate of a geographic area, including the relationships to lakes and oceans.

  Related Access Points

  - **SC.912.E.7.In.4:** Describe variations in climate due to geological locations, such as on mountains and the nearness to large bodies of water.
  - **SC.912.E.7.Su.4:** Identify the climate conditions in different parts of the world.
  - **SC.912.E.7.Pa.4:** Recognize that weather (climate) is different in different locations.
- **SC.912.E.7.5:** Predict future weather conditions based on present observations and conceptual models and recognize limitations and uncertainties of such predictions.

Related Access Points

- **SC.912.E.7.In.5:** Identify weather conditions using weather data and weather maps.
- **SC.912.E.7.Su.5:** Identify weather conditions, including temperature, wind speed, and humidity.
- **SC.912.E.7.Pa.5:** Recognize the weather conditions, including severe weather, in Florida.

- **SC.912.E.7.6:** Relate the formation of severe weather to the various physical factors.

  Related Access Points

  - **SC.912.E.7.In.6:** Compare weather conditions in different types of severe storms, including hurricanes, tornadoes, and thunderstorms.
  - **SC.912.E.7.Su.6:** Recognize conditions in severe storms, such as hurricanes, tornadoes, and thunderstorms.
  - **SC.912.E.7.Pa.5:** Recognize the weather conditions, including severe weather, in Florida.

- **SC.912.E.7.7:** Identify, analyze, and relate the internal (Earth system) and external (astronomical) conditions that contribute to global climate change.

  Related Access Points

  - **SC.912.E.7.In.7:** Recognize that global climate change is related to conditions in the atmosphere and oceans.
  - **SC.912.E.7.Su.7:** Recognize that global climate change occurs over a long period of time.
  - **SC.912.E.7.Pa.4:** Recognize that weather (climate) is different in different locations.

- **SC.912.E.7.8:** Explain how various atmospheric, oceanic, and hydrologic conditions in Florida have influenced and can influence human behavior, both individually and collectively.

  Related Access Points

  - **SC.912.E.7.In.8:** Describe how atmospheric and hydrologic conditions, such as hurricanes, drought, wildfires, and sinkholes, affect human behavior.
  - **SC.912.E.7.Su.8:** Identify how weather and water conditions affect humans in Florida.
  - **SC.912.E.7.Pa.5:** Recognize the weather conditions, including severe weather, in Florida.

- **SC.912.L.15.1:** Explain how the scientific theory of evolution is supported by the fossil record, comparative anatomy, comparative embryology, biogeography, molecular biology, and observed evolutionary change.

  Related Access Points

  - **SC.912.L.15.In.1:** Identify that prehistoric plants and animals changed over time (evolved) or became extinct.
  - **SC.912.L.15.Su.1:** Match fossils to related species.
  - **SC.912.L.15.Pa.1:** Recognize that plants and animals change as they age.

- **SC.912.L.15.8:** Describe the scientific explanations of the origin of life on Earth.

  Related Access Points

  - **SC.912.L.15.In.3:** Identify that there are scientific explanations of the origin of life on Earth.
  - **SC.912.L.15.Su.3:** Recognize that there are scientific explanations of how life began.
  - **SC.912.L.15.Pa.1:** Recognize that plants and animals change as they age.

- **SC.912.N.1.1:** Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following:

1. **Pose questions about the natural world,** (Articulate the purpose of the investigation and identify the relevant scientific concepts).
2. **Conduct systematic observations,** (Write procedures that are clear and replicable. Identify observables and examine relationships between test (independent) variable and outcome (dependent) variable. Employ appropriate methods for accurate and consistent observations; conduct and record measurements at appropriate levels of precision. Follow safety guidelines).
3. **Examine books and other sources of information to see what is already known,**
4. **Review what is known in light of empirical evidence,** (Examine whether available empirical evidence can be interpreted in terms of existing knowledge and models, and if not, modify or develop new models).
5. **Plan investigations,** (Design and evaluate a scientific investigation).
6. **Use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs),** (Collect data or evidence in an organized way. Properly use instruments, equipment, and materials (e.g., scales, probeware, meter sticks, microscopes, computers) including set-up, calibration, technique, maintenance, and storage).
7. **Pose answers, explanations, or descriptions of events,**
8. **Generate explanations that explicate or describe natural phenomena (inferences),**
9. **Use appropriate evidence and reasoning to justify these explanations to others,**
10. **Communicate results of scientific investigations, and**
11. **Evaluate the merits of the explanations produced by others.**

Related Access Points

- **SC.912.N.1.In.1:** Identify a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Identify a scientific question 2. Examine reliable sources of informtion to identify what is already known 3. Develop a possible explanation (hypothesis) 4. Plan and carry out an experiment 5. Gather data based on measurement and observations 6. Evaluate the data 7. Use the data to support reasonable explanations, inferences, and conclusions.
- **SC.912.N.1.Su.1:** Recognize a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Recognize a scientific question 2. Use reliable information and identify what is already known 3. Create possible explanation 4. Carry out a planned experiment 5. Record observations 6. Summarize results 7. Reach a reasonable conclusion.
- **SC.912.N.1.Pa.1:** Recognize a problem related to a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Observe objects and activities 2. Follow planned procedures 3. Recognize a solution.

- **SC.912.N.1.4:** Identify sources of information and assess their reliability according to the strict standards of scientific investigation.

Related Access Points

- **SC.912.N.1.In.1:** Identify a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Identify a scientific question 2. Examine reliable sources of informtion to identify what is already known 3. Develop a possible explanation (hypothesis) 4. Plan and carry out an experiment 5. Gather data based on measurement and observations 6. Evaluate the data 7. Use the data to support reasonable explanations, inferences, and conclusions.

- **SC.912.N.1.Su.1:** Recognize a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Recognize a scientific question 2. Use reliable information and identify what is already known 3. Create possible explanation 4. Carry out a planned experiment 5. Record observations 6. Summarize results 7. Reach a reasonable conclusion.
- **SC.912.N.1.Pa.1:** Recognize a problem related to a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Observe objects and activities 2. Follow planned procedures 3. Recognize a solution.

- **SC.912.N.1.5:** Describe and provide examples of how similar investigations conducted in many parts of the world result in the same outcome.

  Related Access Points
  - **SC.912.N.1.In.3:** Identify that scientific investigations are sometimes repeated in different locations.
  - **SC.912.N.1.Su.3:** Recognize that scientific investigations can be repeated in different locations.
  - **SC.912.N.1.Pa.3:** Recognize that when a variety of common activities are repeated the same way, the outcomes are the same.

- **SC.912.N.1.6:** Describe how scientific inferences are drawn from scientific observations and provide examples from the content being studied.

  Related Access Points
  - **SC.912.N.1.In.1:** Identify a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Identify a scientific question 2. Examine reliable sources of informtion to identify what is already known 3. Develop a possible explanation (hypothesis) 4. Plan and carry out an experiment 5. Gather data based on measurement and observations 6. Evaluate the data 7. Use the data to support reasonable explanations, inferences, and conclusions.
  - **SC.912.N.1.Su.1:** Recognize a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Recognize a scientific question 2. Use reliable information and identify what is already known 3. Create possible explanation 4. Carry out a planned experiment 5. Record observations 6. Summarize results 7. Reach a reasonable conclusion.
  - **SC.912.N.1.Pa.1:** Recognize a problem related to a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Observe objects and activities 2. Follow planned procedures 3. Recognize a solution.

- **SC.912.N.2.4:** Explain that scientific knowledge is both durable and robust and open to change. Scientific knowledge can change because it is often examined and re-examined by new investigations and scientific argumentation. Because of these frequent examinations, scientific knowledge becomes stronger, leading to its durability.

  Related Access Points
  - **SC.912.N.2.In.3:** Recognize that scientific knowledge can be challenged or confirmed by new investigations and reexamination.
  - **SC.912.N.2.Su.2:** Recognize that what is known about science can change based on new information.
  - **SC.912.N.2.Pa.2:** Recognize a variety of cause-effect relationships related to science.

- **SC.912.N.2.5:** Describe instances in which scientists' varied backgrounds, talents, interests, and goals influence the inferences and thus the explanations that they make about observations of natural phenomena and describe that competing interpretations

(explanations) of scientists are a strength of science as they are a source of new, testable ideas that have the potential to add new evidence to support one or another of the explanations.

Related Access Points

- **SC.912.N.2.In.4:** Identify major contributions of scientists.
- **SC.912.N.2.Su.3:** Recognize major contributions of scientists.
- **SC.912.N.2.Pa.1:** Recognize an example of work by scientists.

- **SC.912.N.3.1:** Explain that a scientific theory is the culmination of many scientific investigations drawing together all the current evidence concerning a substantial range of phenomena; thus, a scientific theory represents the most powerful explanation scientists have to offer.

  Related Access Points

  - **SC.912.N.3.In.1:** Recognize that a scientific theory is developed by repeated investigations of many scientists and agreement on the likely explanation.
  - **SC.912.N.3.Su.1:** Recognize that scientific theories are supported by evidence and agreement of many scientists.
  - **SC.912.N.3.Pa.1:** Recognize examples of cause-effect descriptions or explanations related to science.

- **SC.912.N.3.5:** Describe the function of models in science, and identify the wide range of models used in science.

  Related Access Points

  - **SC.912.N.3.In.3:** Identify ways models are used in the study of science.
  - **SC.912.N.3.Su.3:** Recognize ways models are used in the study of science.
  - **SC.912.N.3.Pa.2:** Recognize a model used in the context of one’s own study of science.

- **SC.912.N.4.1:** Explain how scientific knowledge and reasoning provide an empirically-based perspective to inform society's decision making.

  Related Access Points

  - **SC.912.N.4.In.1:** Identify ways scientific knowledge and problem solving benefit people.
  - **SC.912.N.4.Su.1:** Recognize ways scientific knowledge and problem solving benefit people.
  - **SC.912.N.4.Pa.1:** Recognize science information that helps people.

- **SC.912.P.10.4:** Describe heat as the energy transferred by convection, conduction, and radiation, and explain the connection of heat to change in temperature or states of matter.

  Related Access Points

  - **SC.912.P.10.In.3:** Relate the transfer of heat to the states of matter, including gases result from heating, liquids result from cooling a gas, and solids result from further cooling a liquid.
  - **SC.912.P.10.Su.3:** Observe and recognize ways that heat travels, such as through space (radiation), through solids (conduction), and through liquids and gases (convection).
  - **SC.912.P.10.Pa.3:** Recognize the source and recipient of heat transfer.

- **SC.912.P.10.10:** Compare the magnitude and range of the four fundamental forces (gravitational, electromagnetic, weak nuclear, strong nuclear).

  Related Access Points

- **SC.912.P.10.In.5:** Identify fundamental forces, including gravitational and electromagnetic.
- **SC.912.P.10.Su.6:** Recognize fundamental forces, such as gravitational.
- **SC.912.P.10.Pa.6:** Recognize that an object falls unless stopped (gravity).

- **SC.912.P.10.11:** Explain and compare nuclear reactions (radioactive decay, fission and fusion), the energy changes associated with them and their associated safety issues.

  Related Access Points
  - **SC.912.P.10.In.6:** Identify that atoms can be changed to release energy, such as in nuclear power plants, and recognize one related safety issue.
  - **SC.912.P.10.Su.5:** Recognize that nuclear power plants generate electricity and can be dangerous.
  - **SC.912.P.10.Pa.5:** Recognize the universal symbols for radioactive and other hazardous materials.

- **SC.912.P.10.16:** Explain the relationship between moving charges and magnetic fields, as well as changing magnetic fields and electric fields, and their application to modern technologies.

  Related Access Points
  - **SC.912.P.10.In.5:** Identify fundamental forces, including gravitational and electromagnetic.
  - **SC.912.P.10.Su.9:** Observe and identify the effects of magnetic attraction on iron.
  - **SC.912.P.10.Pa.9:** Recognize how magnets are used in real-world situations.

- **SC.912.P.10.18:** Explore the theory of electromagnetism by comparing and contrasting the different parts of the electromagnetic spectrum in terms of wavelength, frequency, and energy, and relate them to phenomena and applications.

  Related Access Points
  - **SC.912.P.10.In.9:** Identify common applications of electromagnetic waves moving through different media, such as radio waves, microwaves, x-rays, or infrared.
  - **SC.912.P.10.Su.10:** Recognize examples of electromagnetic waves moving through different media, such as microwave ovens, radios, and x-rays.
  - **SC.912.P.10.Pa.10:** Recognize primary and secondary colors in visible light.

- **SC.912.P.10.19:** Explain that all objects emit and absorb electromagnetic radiation and distinguish between objects that are blackbody radiators and those that are not.

- **SC.912.P.10.20:** Describe the measurable properties of waves and explain the relationships among them and how these properties change when the wave moves from one medium to another.

  Related Access Points
  - **SC.912.P.10.In.9:** Identify common applications of electromagnetic waves moving through different media, such as radio waves, microwaves, x-rays, or infrared.
  - **SC.912.P.10.Su.10:** Recognize examples of electromagnetic waves moving through different media, such as microwave ovens, radios, and x-rays.
  - **SC.912.P.10.Pa.10:** Recognize primary and secondary colors in visible light.

- **SC.912.P.12.2:** Analyze the motion of an object in terms of its position, velocity, and acceleration (with respect to a frame of reference) as functions of time.

  Related Access Points

- **SC.912.P.12.In.2:** Identify acceleration as a change in speed or direction.
- **SC.912.P.12.Su.2:** Recognize that acceleration generally involves a change in speed.
- **SC.912.P.12.Pa.2:** Identify the speed and direction of a moving object, including fast and slow, up and down, round and round, straight line.

- **SC.912.P.12.4:** Describe how the gravitational force between two objects depends on their masses and the distance between them.

  Related Access Points
  - **SC.912.P.12.In.4:** Identify examples of how gravity attracts other objects, such as people to Earth or orbits of planets in the Solar System.
  - **SC.912.P.12.Su.4:** Identify that gravity is a force that attracts objects.
  - **SC.912.P.12.Pa.4:** Recognize that things fall down toward Earth unless stopped or held up (gravity).

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:

  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:

  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SC.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Science. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/sc.pdf.

Version Requirements

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association

(NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

General Information

Course Number: 7920020

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS E/S SCI

Number of Credits: Course may be taken for up to two credits

Course Length: Multiple (M) - Course length can vary

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12,30,31

Graduation Requirement: Equally Rigorous Science

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Science (Secondary Grades 7-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Middle Grades General Science (Middle Grades 5-9)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Physics (Grades 6-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Earth/Space Science (Grades 6-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Science (Secondary Grades 7-12) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)

- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Middle Grades General Science (Middle Grades 5-9)
- Physics (Grades 6-12) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Earth/Space Science (Grades 6-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Science (Secondary Grades 7-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Middle Grades General Science (Middle Grades 5-9)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Physics (Grades 6-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Earth/Space Science (Grades 6-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Science (Secondary Grades 7-12) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Middle Grades General Science (Middle Grades 5-9)
- Physics (Grades 6-12) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Earth/Space Science (Grades 6-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Science (Secondary Grades 7-12) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Middle Grades General Science (Middle Grades 5-9) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Physics (Grades 6-12) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)

- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Earth/Space Science (Grades 6-12)

Access Physical Science (#7920022)

Version: 2026 - And Beyond (current)

Physical Science - 2003310

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **SC.912.E.7.1:** Analyze the movement of matter and energy through the different biogeochemical cycles, including water and carbon.

  Related Access Points
  - **SC.912.E.7.In.1:** Identify cycles that occur on Earth, such as the water and carbon cycles, and the role energy plays in them.
  - **SC.912.E.7.Su.1:** Recognize the phases of the water cycle that occur on Earth and the role energy plays in the water cycle.
  - **SC.912.E.7.Pa.1:** Recognize that clouds release rain (part of the water cycle).

- **SC.912.L.18.7:** Identify the reactants, products, and basic functions of photosynthesis.

  Related Access Points
  - **SC.912.L.18.In.2:** Identify the products and function of photosynthesis.
  - **SC.912.L.18.Su.2:** Recognize that the function of photosynthesis is to produce food for plants.
  - **SC.912.L.18.Pa.2:** Recognize that plants need water, light, and air to grow.

- **SC.912.L.18.8:** Identify the reactants, products, and basic functions of aerobic and anaerobic cellular respiration.

  Related Access Points
  - **SC.912.L.18.In.3:** Identify that cells release energy from food so the organism can use it (cellular respiration).
  - **SC.912.L.18.Su.3:** Recognize that cells get energy from food.
  - **SC.912.L.18.Pa.3:** Identify that food is a source of energy.

- **SC.912.L.18.12:** Discuss the special properties of water that contribute to Earth's suitability as an environment for life: cohesive behavior, ability to moderate temperature, expansion upon freezing, and versatility as a solvent.

  Related Access Points
  - **SC.912.L.18.In.7:** Identify that special properties of water, such as the ability to moderate temperature and dissolve substances, help to sustain living things on Earth.
  - **SC.912.L.18.Su.6:** Identify the important role of water in sustaining life of plants and animals.
  - **SC.912.L.18.Pa.5:** Recognize that plants and animals use water to live.

- **SC.912.N.1.1:** Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following:
  1. **Pose questions about the natural world,** (Articulate the purpose of the investigation and identify the relevant scientific concepts).
  2. **Conduct systematic observations,** (Write procedures that are clear and replicable. Identify observables and examine relationships between test (independent) variable and outcome (dependent) variable. Employ appropriate methods for accurate and consistent

observations; conduct and record measurements at appropriate levels of precision. Follow safety guidelines).

3. **Examine books and other sources of information to see what is already known,**
4. **Review what is known in light of empirical evidence,** (Examine whether available empirical evidence can be interpreted in terms of existing knowledge and models, and if not, modify or develop new models).
5. **Plan investigations,** (Design and evaluate a scientific investigation).
6. **Use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs),** (Collect data or evidence in an organized way. Properly use instruments, equipment, and materials (e.g., scales, probeware, meter sticks, microscopes, computers) including set-up, calibration, technique, maintenance, and storage).
7. **Pose answers, explanations, or descriptions of events,**
8. **Generate explanations that explicate or describe natural phenomena (inferences),**
9. **Use appropriate evidence and reasoning to justify these explanations to others,**
10. **Communicate results of scientific investigations, and**
11. **Evaluate the merits of the explanations produced by others.**

Related Access Points

- **SC.912.N.1.In.1:** Identify a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Identify a scientific question 2. Examine reliable sources of informtion to identify what is already known 3. Develop a possible explanation (hypothesis) 4. Plan and carry out an experiment 5. Gather data based on measurement and observations 6. Evaluate the data 7. Use the data to support reasonable explanations, inferences, and conclusions.
- **SC.912.N.1.Su.1:** Recognize a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Recognize a scientific question 2. Use reliable information and identify what is already known 3. Create possible explanation 4. Carry out a planned experiment 5. Record observations 6. Summarize results 7. Reach a reasonable conclusion.
- **SC.912.N.1.Pa.1:** Recognize a problem related to a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Observe objects and activities 2. Follow planned procedures 3. Recognize a solution.

- **SC.912.N.1.2:** Describe and explain what characterizes science and its methods.

  Related Access Points

  - **SC.912.N.1.In.2:** Describe the processes used in scientific investigations, including posing a research question, forming a hypothesis, reviewing what is known, collecting evidence, evaluating results, and reaching conclusions.
  - **SC.912.N.1.Su.2:** Identify the basic process used in scientific investigations, including questioning, observing, recording, determining, and sharing results.
  - **SC.912.N.1.Pa.2:** Recognize a process used in science to solve problems, such as observing, following procedures, and recognizing results.

- **SC.912.N.1.3:** Recognize that the strength or usefulness of a scientific claim is evaluated through scientific argumentation, which depends on critical and logical thinking, and the active consideration of alternative scientific explanations to explain the data presented.

  Related Access Points

- **SC.912.N.1.In.2:** Describe the processes used in scientific investigations, including posing a research question, forming a hypothesis, reviewing what is known, collecting evidence, evaluating results, and reaching conclusions.
- **SC.912.N.1.Su.2:** Identify the basic process used in scientific investigations, including questioning, observing, recording, determining, and sharing results.
- **SC.912.N.1.Pa.2:** Recognize a process used in science to solve problems, such as observing, following procedures, and recognizing results.

- **SC.912.N.1.4:** Identify sources of information and assess their reliability according to the strict standards of scientific investigation.

  Related Access Points
  - **SC.912.N.1.In.1:** Identify a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Identify a scientific question 2. Examine reliable sources of informtion to identify what is already known 3. Develop a possible explanation (hypothesis) 4. Plan and carry out an experiment 5. Gather data based on measurement and observations 6. Evaluate the data 7. Use the data to support reasonable explanations, inferences, and conclusions.
  - **SC.912.N.1.Su.1:** Recognize a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Recognize a scientific question 2. Use reliable information and identify what is already known 3. Create possible explanation 4. Carry out a planned experiment 5. Record observations 6. Summarize results 7. Reach a reasonable conclusion.
  - **SC.912.N.1.Pa.1:** Recognize a problem related to a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Observe objects and activities 2. Follow planned procedures 3. Recognize a solution.

- **SC.912.N.1.5:** Describe and provide examples of how similar investigations conducted in many parts of the world result in the same outcome.

  Related Access Points
  - **SC.912.N.1.In.3:** Identify that scientific investigations are sometimes repeated in different locations.
  - **SC.912.N.1.Su.3:** Recognize that scientific investigations can be repeated in different locations.
  - **SC.912.N.1.Pa.3:** Recognize that when a variety of common activities are repeated the same way, the outcomes are the same.

- **SC.912.N.1.6:** Describe how scientific inferences are drawn from scientific observations and provide examples from the content being studied.

  Related Access Points
  - **SC.912.N.1.In.1:** Identify a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Identify a scientific question 2. Examine reliable sources of informtion to identify what is already known 3. Develop a possible explanation (hypothesis) 4. Plan and carry out an experiment 5. Gather data based on measurement and observations 6. Evaluate the data 7. Use the data to support reasonable explanations, inferences, and conclusions.
  - **SC.912.N.1.Su.1:** Recognize a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Recognize a scientific question 2. Use reliable information and identify what is already known 3. Create possible explanation 4. Carry out a planned experiment 5. Record observations 6. Summarize results 7. Reach a reasonable conclusion.

- **SC.912.N.1.Pa.1:** Recognize a problem related to a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Observe objects and activities 2. Follow planned procedures 3. Recognize a solution.

- **SC.912.N.1.7:** Recognize the role of creativity in constructing scientific questions, methods and explanations.

  Related Access Points
  - **SC.912.N.1.In.4:** Identify that scientists use many different methods in conducting their research.
  - **SC.912.N.1.Su.4:** Recognize that scientists use a variety of methods to get answers to their research questions.
  - **SC.912.N.1.Pa.4:** Recognize that people try different ways to complete a task when the first one does not work.

- **SC.912.N.2.1:** Identify what is science, what clearly is not science, and what superficially resembles science (but fails to meet the criteria for science).

  Related Access Points
  - **SC.912.N.2.In.1:** Identify examples of investigations that involve science.
  - **SC.912.N.2.Su.1:** Identify questions that can be answered by science.
  - **SC.912.N.2.Pa.1:** Recognize an example of work by scientists.

- **SC.912.N.2.2:** Identify which questions can be answered through science and which questions are outside the boundaries of scientific investigation, such as questions addressed by other ways of knowing, such as art, philosophy, and religion.

  Related Access Points
  - **SC.912.N.2.In.2:** Distinguish between questions that can be answered by science and observable information and questions that can’t be answered by science and observable information.
  - **SC.912.N.2.Su.1:** Identify questions that can be answered by science.
  - **SC.912.N.2.Pa.1:** Recognize an example of work by scientists.

- **SC.912.N.2.3:** Identify examples of pseudoscience (such as astrology, phrenology) in society.

  Related Access Points
  - **SC.912.N.2.In.2:** Distinguish between questions that can be answered by science and observable information and questions that can’t be answered by science and observable information.
  - **SC.912.N.2.Su.1:** Identify questions that can be answered by science.
  - **SC.912.N.2.Pa.1:** Recognize an example of work by scientists.

- **SC.912.N.2.4:** Explain that scientific knowledge is both durable and robust and open to change. Scientific knowledge can change because it is often examined and re-examined by new investigations and scientific argumentation. Because of these frequent examinations, scientific knowledge becomes stronger, leading to its durability.

  Related Access Points
  - **SC.912.N.2.In.3:** Recognize that scientific knowledge can be challenged or confirmed by new investigations and reexamination.
  - **SC.912.N.2.Su.2:** Recognize that what is known about science can change based on new information.
  - **SC.912.N.2.Pa.2:** Recognize a variety of cause-effect relationships related to science.

- **SC.912.N.2.5:** Describe instances in which scientists' varied backgrounds, talents, interests, and goals influence the inferences and thus the explanations that they make about observations of natural phenomena and describe that competing interpretations (explanations) of scientists are a strength of science as they are a source of new, testable ideas that have the potential to add new evidence to support one or another of the explanations.

  Related Access Points
  - **SC.912.N.2.In.4:** Identify major contributions of scientists.
  - **SC.912.N.2.Su.3:** Recognize major contributions of scientists.
  - **SC.912.N.2.Pa.1:** Recognize an example of work by scientists.

- **SC.912.N.3.1:** Explain that a scientific theory is the culmination of many scientific investigations drawing together all the current evidence concerning a substantial range of phenomena; thus, a scientific theory represents the most powerful explanation scientists have to offer.

  Related Access Points
  - **SC.912.N.3.In.1:** Recognize that a scientific theory is developed by repeated investigations of many scientists and agreement on the likely explanation.
  - **SC.912.N.3.Su.1:** Recognize that scientific theories are supported by evidence and agreement of many scientists.
  - **SC.912.N.3.Pa.1:** Recognize examples of cause-effect descriptions or explanations related to science.

- **SC.912.N.3.2:** Describe the role consensus plays in the historical development of a theory in any one of the disciplines of science.

  Related Access Points
  - **SC.912.N.3.In.1:** Recognize that a scientific theory is developed by repeated investigations of many scientists and agreement on the likely explanation.
  - **SC.912.N.3.Su.1:** Recognize that scientific theories are supported by evidence and agreement of many scientists.
  - **SC.912.N.3.Pa.1:** Recognize examples of cause-effect descriptions or explanations related to science.

- **SC.912.N.3.3:** Explain that scientific laws are descriptions of specific relationships under given conditions in nature, but do not offer explanations for those relationships.

  Related Access Points
  - **SC.912.N.3.In.2:** Identify examples of scientific laws that describe relationships in the natural world, such as Newton’s laws.
  - **SC.912.N.3.Su.2:** Recognize examples of scientific laws that describe relationships in nature, such as Newton’s laws.
  - **SC.912.N.3.Pa.1:** Recognize examples of cause-effect descriptions or explanations related to science.

- **SC.912.N.3.4:** Recognize that theories do not become laws, nor do laws become theories; theories are well supported explanations and laws are well supported descriptions.

  Related Access Points
  - **SC.912.N.3.In.1:** Recognize that a scientific theory is developed by repeated investigations of many scientists and agreement on the likely explanation.

- **SC.912.N.3.In.2:** Identify examples of scientific laws that describe relationships in the natural world, such as Newton’s laws.
- **SC.912.N.3.Su.1:** Recognize that scientific theories are supported by evidence and agreement of many scientists.
- **SC.912.N.3.Su.2:** Recognize examples of scientific laws that describe relationships in nature, such as Newton’s laws.
- **SC.912.N.3.Pa.1:** Recognize examples of cause-effect descriptions or explanations related to science.

- **SC.912.N.3.5:** Describe the function of models in science, and identify the wide range of models used in science.

  Related Access Points
  - **SC.912.N.3.In.3:** Identify ways models are used in the study of science.
  - **SC.912.N.3.Su.3:** Recognize ways models are used in the study of science.
  - **SC.912.N.3.Pa.2:** Recognize a model used in the context of one’s own study of science.

- **SC.912.N.4.1:** Explain how scientific knowledge and reasoning provide an empirically-based perspective to inform society's decision making.

  Related Access Points
  - **SC.912.N.4.In.1:** Identify ways scientific knowledge and problem solving benefit people.
  - **SC.912.N.4.Su.1:** Recognize ways scientific knowledge and problem solving benefit people.
  - **SC.912.N.4.Pa.1:** Recognize science information that helps people.

- **SC.912.N.4.2:** Weigh the merits of alternative strategies for solving a specific societal problem by comparing a number of different costs and benefits, such as human, economic, and environmental.

  Related Access Points
  - **SC.912.N.4.In.2:** Identify that costs and benefits must be considered when choosing a strategy for solving a problem.
  - **SC.912.N.4.Su.2:** Recognize that some strategies may cost more to solve a problem.
  - **SC.912.N.4.Pa.2:** Recognize a local problem that can be solved by science.

- **SC.912.P.8.1:** Differentiate among the four states of matter.

  Related Access Points
  - **SC.912.P.8.In.1:** Classify states of matter as solid, liquid, and gaseous.
  - **SC.912.P.8.Su.1:** Identify examples of states of matter as solid, liquid, and gaseous.
  - **SC.912.P.8.Pa.1:** Select an example of a common solid, liquid, and gas.

- **SC.912.P.8.2:** Differentiate between physical and chemical properties and physical and chemical changes of matter.

  Related Access Points
  - **SC.912.P.8.In.2:** Compare characteristics of physical and chemical changes of matter.
  - **SC.912.P.8.Su.2:** Identify examples of physical and chemical changes.
  - **SC.912.P.8.Pa.2:** Recognize a common chemical change, such as cooking, burning, rusting, or decaying.

- **SC.912.P.8.4:** Explore the scientific theory of atoms (also known as atomic theory) by describing the structure of atoms in terms of protons, neutrons and electrons, and

differentiate among these particles in terms of their mass, electrical charges and locations within the atom.

Related Access Points

- **SC.912.P.8.In.3:** Identify the nucleus as the center of an atom.
- **SC.912.P.8.Su.3:** Recognize that atoms are tiny particles in materials, too small to see.
- **SC.912.P.8.Pa.3:** Recognize that the parts of an object can be put together to make a whole.

- **SC.912.P.8.5:** Relate properties of atoms and their position in the periodic table to the arrangement of their electrons.

  Related Access Points

  - **SC.912.P.8.In.4:** Recognize that the periodic table includes all known elements.
  - **SC.912.P.8.Su.4:** Recognize examples of common elements, such as oxygen and hydrogen.
  - **SC.912.P.8.Pa.3:** Recognize that the parts of an object can be put together to make a whole.

- **SC.912.P.8.7:** Interpret formula representations of molecules and compounds in terms of composition and structure.

  Related Access Points

  - **SC.912.P.8.In.6:** Identify formulas for common compounds, such as H2O and CO2.
  - **SC.912.P.8.Su.6:** Match common chemical formulas to their common name, such as H2O to water.
  - **SC.912.P.8.Pa.4:** Match common compounds to their names or communication symbols.

- **SC.912.P.8.8:** Characterize types of chemical reactions, for example: redox, acid-base, synthesis, and single and double replacement reactions.

  Related Access Points

  - **SC.912.P.8.In.2:** Compare characteristics of physical and chemical changes of matter.
  - **SC.912.P.8.Su.2:** Identify examples of physical and chemical changes.
  - **SC.912.P.8.Pa.2:** Recognize a common chemical change, such as cooking, burning, rusting, or decaying.

- **SC.912.P.8.11:** Relate acidity and basicity to hydronium and hydroxyl ion concentration and pH.

  Related Access Points

  - **SC.912.P.8.In.7:** Identify properties of common acids and bases.
  - **SC.912.P.8.Su.7:** Categorize common materials or foods as acids or bases.
  - **SC.912.P.8.Pa.5:** Recognize that some acids and bases can be dangerous and identify related hazard symbols.

- **SC.912.P.10.1:** Differentiate among the various forms of energy and recognize that they can be transformed from one form to others.

  Related Access Points

  - **SC.912.P.10.In.1:** Identify examples of energy being transformed from one form to another (conserved quantity).
  - **SC.912.P.10.Su.1:** Recognize energy transformations that occur in everyday life, such as solar energy to electricity.

- **SC.912.P.10.Pa.1:** Observe and recognize examples of the transformation of electrical energy to light and heat.

- **SC.912.P.10.3:** Compare and contrast work and power qualitatively and quantitatively.

  Related Access Points
  - **SC.912.P.10.In.2:** Identify power as work done in a certain amount of time using measurable terms, such as watts or horsepower.
  - **SC.912.P.10.Su.2:** Recognize the relationship between work and power, such as power is how fast a person or machine does work.
  - **SC.912.P.10.Pa.2:** Recognize that work requires energy.

- **SC.912.P.10.4:** Describe heat as the energy transferred by convection, conduction, and radiation, and explain the connection of heat to change in temperature or states of matter.

  Related Access Points
  - **SC.912.P.10.In.3:** Relate the transfer of heat to the states of matter, including gases result from heating, liquids result from cooling a gas, and solids result from further cooling a liquid.
  - **SC.912.P.10.Su.3:** Observe and recognize ways that heat travels, such as through space (radiation), through solids (conduction), and through liquids and gases (convection).
  - **SC.912.P.10.Pa.3:** Recognize the source and recipient of heat transfer.

- **SC.912.P.10.5:** Relate temperature to the average molecular kinetic energy.

  Related Access Points
  - **SC.912.P.10.In.3:** Relate the transfer of heat to the states of matter, including gases result from heating, liquids result from cooling a gas, and solids result from further cooling a liquid.
  - **SC.912.P.10.Su.3:** Observe and recognize ways that heat travels, such as through space (radiation), through solids (conduction), and through liquids and gases (convection).
  - **SC.912.P.10.Pa.3:** Recognize the source and recipient of heat transfer.

- **SC.912.P.10.7:** Distinguish between endothermic and exothermic chemical processes.

  Related Access Points
  - **SC.912.P.10.In.4:** Describe a process that gives off heat (exothermic), such as burning, and a process that absorbs heat (endothermic), such as water coming to a boil.
  - **SC.912.P.10.Su.4:** Recognize common processes that give off heat (exothermic), such as burning, and processes that absorb heat (endothermic), such as water coming to a boil.
  - **SC.912.P.10.Pa.4:** Identify materials that provide protection (insulation) from heat.

- **SC.912.P.10.10:** Compare the magnitude and range of the four fundamental forces (gravitational, electromagnetic, weak nuclear, strong nuclear).

  Related Access Points
  - **SC.912.P.10.In.5:** Identify fundamental forces, including gravitational and electromagnetic.
  - **SC.912.P.10.Su.6:** Recognize fundamental forces, such as gravitational.
  - **SC.912.P.10.Pa.6:** Recognize that an object falls unless stopped (gravity).

- **SC.912.P.10.12:** Differentiate between chemical and nuclear reactions.

  Related Access Points

- **SC.912.P.10.In.6:** Identify that atoms can be changed to release energy, such as in nuclear power plants, and recognize one related safety issue.
- **SC.912.P.10.Su.5:** Recognize that nuclear power plants generate electricity and can be dangerous.
- **SC.912.P.10.Pa.5:** Recognize the universal symbols for radioactive and other hazardous materials.

- **SC.912.P.10.14:** Differentiate among conductors, semiconductors, and insulators.

  Related Access Points
  - **SC.912.P.10.In.7:** Identify common conductors and insulators of electricity.
  - **SC.912.P.10.Su.7:** Recognize common objects that conduct electricity (conductors) and objects that do not conduct electricity (insulators).
  - **SC.912.P.10.Pa.7:** Recognize safe and unsafe practices related to the use of electricity, such as keeping foreign objects out of electrical sockets and not using electrical devices around water.

- **SC.912.P.10.15:** Investigate and explain the relationships among current, voltage, resistance, and power.

  Related Access Points
  - **SC.912.P.10.In.8:** Identify that some electrical devices use different types of power sources and explain what might happen if incorrect electrical components are used.
  - **SC.912.P.10.Su.8:** Recognize that some electrical devices use different types of power sources.
  - **SC.912.P.10.Pa.8:** Demonstrate opening and closing an electrical circuit to turn an electrical device on and off.

- **SC.912.P.10.18:** Explore the theory of electromagnetism by comparing and contrasting the different parts of the electromagnetic spectrum in terms of wavelength, frequency, and energy, and relate them to phenomena and applications.

  Related Access Points
  - **SC.912.P.10.In.9:** Identify common applications of electromagnetic waves moving through different media, such as radio waves, microwaves, x-rays, or infrared.
  - **SC.912.P.10.Su.10:** Recognize examples of electromagnetic waves moving through different media, such as microwave ovens, radios, and x-rays.
  - **SC.912.P.10.Pa.10:** Recognize primary and secondary colors in visible light.

- **SC.912.P.10.21:** Qualitatively describe the shift in frequency in sound or electromagnetic waves due to the relative motion of a source or a receiver.

  Related Access Points
  - **SC.912.P.10.In.9:** Identify common applications of electromagnetic waves moving through different media, such as radio waves, microwaves, x-rays, or infrared.
  - **SC.912.P.10.Su.10:** Recognize examples of electromagnetic waves moving through different media, such as microwave ovens, radios, and x-rays.
  - **SC.912.P.10.Pa.10:** Recognize primary and secondary colors in visible light.

- **SC.912.P.12.2:** Analyze the motion of an object in terms of its position, velocity, and acceleration (with respect to a frame of reference) as functions of time.

  Related Access Points
  - **SC.912.P.12.In.2:** Identify acceleration as a change in speed or direction.

- **SC.912.P.12.Su.2:** Recognize that acceleration generally involves a change in speed.
- **SC.912.P.12.Pa.2:** Identify the speed and direction of a moving object, including fast and slow, up and down, round and round, straight line.

- **SC.912.P.12.3:** Interpret and apply Newton's three laws of motion.

  Related Access Points
  - **SC.912.P.12.In.3:** Recognize various situations that show Newton’s third law of motion: for every action there is an equal and opposite reaction.
  - **SC.912.P.12.Su.3:** Recognize the action and reaction in a situation that show Newton’s third law of motion: for every action there is an equal and opposite reaction.
  - **SC.912.P.12.Pa.3:** Identify the source of the force moving an object.

- **SC.912.P.12.4:** Describe how the gravitational force between two objects depends on their masses and the distance between them.

  Related Access Points
  - **SC.912.P.12.In.4:** Identify examples of how gravity attracts other objects, such as people to Earth or orbits of planets in the Solar System.
  - **SC.912.P.12.Su.4:** Identify that gravity is a force that attracts objects.
  - **SC.912.P.12.Pa.4:** Recognize that things fall down toward Earth unless stopped or held up (gravity).

- **SC.912.P.12.7:** Recognize that nothing travels faster than the speed of light in vacuum which is the same for all observers no matter how they or the light source are moving.

  Related Access Points
  - **SC.912.P.12.In.5:** Recognize that the speed of light is always the same.
  - **SC.912.P.12.Su.5:** Recognize that light travels very fast.
  - **SC.912.P.12.Pa.5:** Recognize ways to stop light from traveling, such as closing a door.

- **SC.912.P.12.10:** Interpret the behavior of ideal gases in terms of kinetic molecular theory.

  Related Access Points
  - **SC.912.P.12.In.6:** Identify that gases exert pressure in a closed surface, such as pressure inside a basketball or a hot air balloon.
  - **SC.912.P.12.Su.6:** Recognize that a gas can exert pressure, such as in balloons, car tires, or pool floats.
  - **SC.912.P.12.Pa.6:** Recognize that some objects contain air, such as balloons, tires, and balls.

- **SC.912.P.12.11:** Describe phase transitions in terms of kinetic molecular theory.

- **SC.912.P.12.12:** Explain how various factors, such as concentration, temperature, and presence of a catalyst affect the rate of a chemical reaction.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.

- Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:

  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.

- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:

  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SC.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

Access courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are

intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Science. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/sc.pdf.

General Information

Course Number: 7920022

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS PHYSICAL SCI

Number of Credits: Course may be taken for up to two credits

Course Length: Multiple (M) - Course length can vary

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12,30,31

Graduation Requirement: Equally Rigorous Science

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Science (Secondary Grades 7-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Middle Grades General Science (Middle Grades 5-9)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Physics (Grades 6-12)

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Earth/Space Science (Grades 6-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Science (Secondary Grades 7-12) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Middle Grades General Science (Middle Grades 5-9)
- Physics (Grades 6-12) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Earth/Space Science (Grades 6-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Science (Secondary Grades 7-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Middle Grades General Science (Middle Grades 5-9)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Physics (Grades 6-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Earth/Space Science (Grades 6-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Science (Secondary Grades 7-12) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Middle Grades General Science (Middle Grades 5-9)
- Physics (Grades 6-12) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Earth/Space Science (Grades 6-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)

- Elementary Education (Elementary Grades 1-6) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Science (Secondary Grades 7-12) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Middle Grades General Science (Middle Grades 5-9) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Physics (Grades 6-12) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Earth/Space Science (Grades 6-12)

Access Integrated Science 1 (#7920025)

Version: 2026 - And Beyond (current)

Integrated Science 1 - 2002400

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **SC.912.E.5.1:** Cite evidence used to develop and verify the scientific theory of the Big Bang (also known as the Big Bang Theory) of the origin of the universe.

  Related Access Points
  - **SC.912.E.5.In.1:** Recognize that the Milky Way is part of the expanding universe.
  - **SC.912.E.5.Su.1:** Recognize that the universe consists of many galaxies, including the Milky Way.
  - **SC.912.E.5.Pa.1:** Recognize that when objects move away from each other, the distance between them expands.

- **SC.912.E.5.2:** Identify patterns in the organization and distribution of matter in the universe and the forces that determine them.

  Related Access Points
  - **SC.912.E.5.In.1:** Recognize that the Milky Way is part of the expanding universe.
  - **SC.912.E.5.Su.1:** Recognize that the universe consists of many galaxies, including the Milky Way.
  - **SC.912.E.5.Pa.1:** Recognize that when objects move away from each other, the distance between them expands.

- **SC.912.E.5.4:** Explain the physical properties of the Sun and its dynamic nature and connect them to conditions and events on Earth.

  Related Access Points
  - **SC.912.E.5.In.3:** Describe the Sun as a medium-sized star with sunspots and storms that can affect weather and radio transmissions on Earth.
  - **SC.912.E.5.Su.3:** Describe observable effects of the Sun on Earth, such as changes in light and temperature.
  - **SC.912.E.5.Pa.3:** Observe and recognize effects of the Sun on Earth, such as temperature changes.

- **SC.912.E.5.7:** Relate the history of and explain the justification for future space exploration and continuing technology development.

  Related Access Points
  - **SC.912.E.5.In.6:** Identify major contributions and research from space exploration that affected Florida’s economy and culture.
  - **SC.912.E.5.Su.6:** Identify major contributions related to space exploration that affected Florida.
  - **SC.912.E.5.Pa.5:** Recognize items, such as freeze-dried food and space blankets, developed because of space exploration.

- **SC.912.E.5.8:** Connect the concepts of radiation and the electromagnetic spectrum to the use of historical and newly-developed observational tools.

  Related Access Points

- **SC.912.E.5.In.5:** Identify tools that use different types of radiation, such as radio waves, ultraviolet radiation, and infrared waves.
- **SC.912.E.5.Su.7:** Recognize examples of tools that use radiation for observation purposes, such as x-rays and infrared night goggles.
- **SC.912.E.5.Pa.6:** Recognize a tool that uses radiation for personal reasons, such as x-rays.

- **SC.912.E.6.1:** Describe and differentiate the layers of Earth and the interactions among them.

  Related Access Points
  - **SC.912.E.6.In.1:** Describe the three layers of Earth (core, mantle, and crust).
  - **SC.912.E.6.Su.1:** Recognize the three layers of Earth (core, mantle, and crust).
  - **SC.912.E.6.Pa.1:** Identify a surface feature of Earth, such as a hill.

- **SC.912.E.6.2:** Connect surface features to surface processes that are responsible for their formation.

  Related Access Points
  - **SC.912.E.6.In.2:** Describe examples of surface features, such as glaciers, valleys, canyons, and dried riverbeds, which are caused by wind and erosion (surface processes).
  - **SC.912.E.6.Su.2:** Identify types of surface features, such as hills and valleys.
  - **SC.912.E.6.Pa.1:** Identify a surface feature of Earth, such as a hill.

- **SC.912.E.6.3:** Analyze the scientific theory of plate tectonics and identify related major processes and features as a result of moving plates.

  Related Access Points
  - **SC.912.E.6.In.3:** Relate a cause and effect of movements in Earth's crust (plate tectonics), such as fault lines in the plates causing earthquakes.
  - **SC.912.E.6.Su.3:** Recognize that Earth's crust is broken into parts (plates) that move and cause mountains and volcanoes.
  - **SC.912.E.6.Pa.2:** Recognize that the surface of Earth can change.

- **SC.912.E.7.1:** Analyze the movement of matter and energy through the different biogeochemical cycles, including water and carbon.

  Related Access Points
  - **SC.912.E.7.In.1:** Identify cycles that occur on Earth, such as the water and carbon cycles, and the role energy plays in them.
  - **SC.912.E.7.Su.1:** Recognize the phases of the water cycle that occur on Earth and the role energy plays in the water cycle.
  - **SC.912.E.7.Pa.1:** Recognize that clouds release rain (part of the water cycle).

- **SC.912.E.7.3:** Differentiate and describe the various interactions among Earth systems, including: atmosphere, hydrosphere, cryosphere, geosphere, and biosphere.

  Related Access Points
  - **SC.912.E.7.In.3:** Describe the interactions among the atmosphere, hydrosphere, and biosphere, including how air, water, and land support living things and how air temperature affects water and land temperatures.
  - **SC.912.E.7.Su.3:** Recognize components of the atmosphere, the hydrosphere, and the biosphere.

- **SC.912.E.7.Pa.3:** Recognize that humans, plants, and animals live on the Earth (biosphere).

- **SC.912.L.14.1:** Describe the scientific theory of cells (cell theory) and relate the history of its discovery to the process of science.

  Related Access Points
  - **SC.912.L.14.In.1:** Identify that all living things are made of cells and cells function in similar ways (cell theory).
  - **SC.912.L.14.Su.1:** Identify that the cell is the smallest basic unit of life and that all living things are made of cells.
  - **SC.912.L.14.Pa.1:** Match parts of common living things to their functions.

- **SC.912.L.14.2:** Relate structure to function for the components of plant and animal cells. Explain the role of cell membranes as a highly selective barrier (passive and active transport).

  Related Access Points
  - **SC.912.L.14.In.2:** Identify the major parts of plant and animal cells, including the cell membrane, nucleus, and cytoplasm, and their basic functions.
  - **SC.912.L.14.Su.2:** Recognize that cells have different parts and each has a function.
  - **SC.912.L.14.Pa.1:** Match parts of common living things to their functions.

- **SC.912.L.14.3:** Compare and contrast the general structures of plant and animal cells. Compare and contrast the general structures of prokaryotic and eukaryotic cells.

  Related Access Points
  - **SC.912.L.14.In.2:** Identify the major parts of plant and animal cells, including the cell membrane, nucleus, and cytoplasm, and their basic functions.
  - **SC.912.L.14.Su.2:** Recognize that cells have different parts and each has a function.
  - **SC.912.L.14.Pa.1:** Match parts of common living things to their functions.

- **SC.912.L.14.4:** Compare and contrast structure and function of various types of microscopes.

- **SC.912.L.14.7:** Relate the structure of each of the major plant organs and tissues to physiological processes.

  Related Access Points
  - **SC.912.L.14.In.5:** Describe the general processes of food production, support, water transport, and reproduction in the major parts of plants.
  - **SC.912.L.14.Su.4:** Relate parts of plants, such as leaf, stem, root, seed, and flower, to the functions of food production, support, water transport, and reproduction.
  - **SC.912.L.14.Pa.4:** Recognize major plant parts, such as root, stem, leaf, and flower.

- **SC.912.L.15.1:** Explain how the scientific theory of evolution is supported by the fossil record, comparative anatomy, comparative embryology, biogeography, molecular biology, and observed evolutionary change.

  Related Access Points
  - **SC.912.L.15.In.1:** Identify that prehistoric plants and animals changed over time (evolved) or became extinct.
  - **SC.912.L.15.Su.1:** Match fossils to related species.
  - **SC.912.L.15.Pa.1:** Recognize that plants and animals change as they age.

- **SC.912.L.15.4:** Describe how and why organisms are hierarchically classified and based on evolutionary relationships.

Related Access Points

- **SC.912.L.15.In.2:** Classify living organisms into their kingdoms.
- **SC.912.L.15.Su.2:** Match organisms to the animal, plant, and fungus kingdoms.
- **SC.912.L.15.Pa.2:** Sort common living things into plant and animal kingdoms.

- **SC.912.L.15.5:** Explain the reasons for changes in how organisms are classified.
- **SC.912.L.15.6:** Discuss distinguishing characteristics of the domains and kingdoms of living organisms.

  Related Access Points

  - **SC.912.L.15.In.2:** Classify living organisms into their kingdoms.
  - **SC.912.L.15.Su.2:** Match organisms to the animal, plant, and fungus kingdoms.
  - **SC.912.L.15.Pa.2:** Sort common living things into plant and animal kingdoms.

- **SC.912.L.15.8:** Describe the scientific explanations of the origin of life on Earth.

  Related Access Points

  - **SC.912.L.15.In.3:** Identify that there are scientific explanations of the origin of life on Earth.
  - **SC.912.L.15.Su.3:** Recognize that there are scientific explanations of how life began.
  - **SC.912.L.15.Pa.1:** Recognize that plants and animals change as they age.

- **SC.912.L.16.1:** Use Mendel's laws of segregation and independent assortment to analyze patterns of inheritance.

  Related Access Points

  - **SC.912.L.16.In.1:** Identify that genes are sets of instructions that determine which characteristics are passed from parent to offspring.
  - **SC.912.L.16.Su.1:** Recognize characteristics (traits) that offspring inherit from parents.
  - **SC.912.L.16.Pa.1:** Recognize similar characteristics (traits) between a child and parents, such as hair, eye, and skin color, or height.

- **SC.912.L.16.14:** Describe the cell cycle, including the process of mitosis. Explain the role of mitosis in the formation of new cells and its importance in maintaining chromosome number during asexual reproduction.

  Related Access Points

  - **SC.912.L.16.In.7:** Recognize that cells reproduce by dividing to produce new cells that are identical (mitosis) or new cells that are different (meiosis).
  - **SC.912.L.16.Su.6:** Recognize that cells reproduce by dividing.
  - **SC.912.L.16.Pa.6:** Recognize that living things produce offspring (reproduce).

- **SC.912.L.16.16:** Describe the process of meiosis, including independent assortment and crossing over. Explain how reduction division results in the formation of haploid gametes or spores.

  Related Access Points

  - **SC.912.L.16.In.7:** Recognize that cells reproduce by dividing to produce new cells that are identical (mitosis) or new cells that are different (meiosis).
  - **SC.912.L.16.Su.6:** Recognize that cells reproduce by dividing.
  - **SC.912.L.16.Pa.6:** Recognize that living things produce offspring (reproduce).

- **SC.912.L.16.17:** Compare and contrast mitosis and meiosis and relate to the processes of sexual and asexual reproduction and their consequences for genetic variation.

  Related Access Points
  - **SC.912.L.16.Su.6:** Recognize that cells reproduce by dividing.
  - **SC.912.L.16.Pa.6:** Recognize that living things produce offspring (reproduce).

- **SC.912.L.17.2:** Explain the general distribution of life in aquatic systems as a function of chemistry, geography, light, depth, salinity, and temperature.

  Related Access Points
  - **SC.912.L.17.In.1:** Recognize that living things in oceans and fresh water are affected by the location, availability of light, depth of the water, and temperature.
  - **SC.912.L.17.Su.1:** Recognize that living things in bodies of water are affected by the location and depth of the water.
  - **SC.912.L.17.Pa.1:** Recognize common living things in bodies of water.

- **SC.912.L.17.3:** Discuss how various oceanic and freshwater processes, such as currents, tides, and waves, affect the abundance of aquatic organisms.

  Related Access Points
  - **SC.912.L.17.In.1:** Recognize that living things in oceans and fresh water are affected by the location, availability of light, depth of the water, and temperature.
  - **SC.912.L.17.Su.1:** Recognize that living things in bodies of water are affected by the location and depth of the water.
  - **SC.912.L.17.Pa.1:** Recognize common living things in bodies of water.

- **SC.912.L.17.4:** Describe changes in ecosystems resulting from seasonal variations, climate change and succession.

  Related Access Points
  - **SC.912.L.17.In.2:** Identify that living things in an ecosystem are affected by changes in the environment, such as changes to the food supply, climate change, or the introduction of predators.
  - **SC.912.L.17.Su.2:** Recognize how animals and plants in an ecosystem may be affected by changes to the food supply or climate.
  - **SC.912.L.17.Pa.2:** Recognize what happens to plants and animals when they don’t get enough food or water.

- **SC.912.L.17.9:** Use a food web to identify and distinguish producers, consumers, and decomposers. Explain the pathway of energy transfer through trophic levels and the reduction of available energy at successive trophic levels.

  Related Access Points
  - **SC.912.L.17.In.5:** Identify the components of a food web, including sunlight, producers, consumers, and decomposers, and trace the flow of energy from the Sun.
  - **SC.912.L.17.Su.5:** Identify producers, consumers, and decomposers in a simple food chain.
  - **SC.912.L.17.Pa.5:** Recognize that animals (consumers) eat animals and plants for food.

- **SC.912.L.17.11:** Evaluate the costs and benefits of renewable and nonrenewable resources, such as water, energy, fossil fuels, wildlife, and forests.

  Related Access Points

- **SC.912.L.17.In.7:** Identify types of renewable and nonrenewable natural resources and explain the need for conservation.
- **SC.912.L.17.Su.7:** Identify a way to conserve a familiar, nonrenewable, natural resource.
- **SC.912.L.17.Pa.6:** Recognize the importance of clean water for living things.

- **SC.912.L.18.1:** Describe the basic molecular structures and primary functions of the four major categories of biological macromolecules.

  Related Access Points
  - **SC.912.L.18.In.1:** Identify that carbohydrates, fats, proteins, and nucleic acids (macromolecules) are important for human organisms.
  - **SC.912.L.18.Su.1:** Recognize that humans use proteins, carbohydrates, and fats.
  - **SC.912.L.18.Pa.1:** Recognize that humans need different kinds of food.

- **SC.912.L.18.7:** Identify the reactants, products, and basic functions of photosynthesis.

  Related Access Points
  - **SC.912.L.18.In.2:** Identify the products and function of photosynthesis.
  - **SC.912.L.18.Su.2:** Recognize that the function of photosynthesis is to produce food for plants.
  - **SC.912.L.18.Pa.2:** Recognize that plants need water, light, and air to grow.

- **SC.912.L.18.8:** Identify the reactants, products, and basic functions of aerobic and anaerobic cellular respiration.

  Related Access Points
  - **SC.912.L.18.In.3:** Identify that cells release energy from food so the organism can use it (cellular respiration).
  - **SC.912.L.18.Su.3:** Recognize that cells get energy from food.
  - **SC.912.L.18.Pa.3:** Identify that food is a source of energy.

- **SC.912.L.18.9:** Explain the interrelated nature of photosynthesis and cellular respiration.

  Related Access Points
  - **SC.912.L.18.In.4:** Recognize that plants give off oxygen that is used by animals and animals give off carbon dioxide that is used by plants.
  - **SC.912.L.18.Su.4:** Recognize that people and animals breathe in the oxygen that plants give off.
  - **SC.912.L.18.Pa.2:** Recognize that plants need water, light, and air to grow.

- **SC.912.L.18.12:** Discuss the special properties of water that contribute to Earth's suitability as an environment for life: cohesive behavior, ability to moderate temperature, expansion upon freezing, and versatility as a solvent.

  Related Access Points
  - **SC.912.L.18.In.7:** Identify that special properties of water, such as the ability to moderate temperature and dissolve substances, help to sustain living things on Earth.
  - **SC.912.L.18.Su.6:** Identify the important role of water in sustaining life of plants and animals.
  - **SC.912.L.18.Pa.5:** Recognize that plants and animals use water to live.

- **SC.912.N.1.1:** Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following:

1. **Pose questions about the natural world,** (Articulate the purpose of the investigation and identify the relevant scientific concepts).
2. **Conduct systematic observations,** (Write procedures that are clear and replicable. Identify observables and examine relationships between test (independent) variable and outcome (dependent) variable. Employ appropriate methods for accurate and consistent observations; conduct and record measurements at appropriate levels of precision. Follow safety guidelines).
3. **Examine books and other sources of information to see what is already known,**
4. **Review what is known in light of empirical evidence,** (Examine whether available empirical evidence can be interpreted in terms of existing knowledge and models, and if not, modify or develop new models).
5. **Plan investigations,** (Design and evaluate a scientific investigation).
6. **Use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs),** (Collect data or evidence in an organized way. Properly use instruments, equipment, and materials (e.g., scales, probeware, meter sticks, microscopes, computers) including set-up, calibration, technique, maintenance, and storage).
7. **Pose answers, explanations, or descriptions of events,**
8. **Generate explanations that explicate or describe natural phenomena (inferences),**
9. **Use appropriate evidence and reasoning to justify these explanations to others,**
10. **Communicate results of scientific investigations, and**
11. **Evaluate the merits of the explanations produced by others.**

Related Access Points

- **SC.912.N.1.In.1:** Identify a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Identify a scientific question 2. Examine reliable sources of informtion to identify what is already known 3. Develop a possible explanation (hypothesis) 4. Plan and carry out an experiment 5. Gather data based on measurement and observations 6. Evaluate the data 7. Use the data to support reasonable explanations, inferences, and conclusions.
- **SC.912.N.1.Su.1:** Recognize a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Recognize a scientific question 2. Use reliable information and identify what is already known 3. Create possible explanation 4. Carry out a planned experiment 5. Record observations 6. Summarize results 7. Reach a reasonable conclusion.
- **SC.912.N.1.Pa.1:** Recognize a problem related to a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Observe objects and activities 2. Follow planned procedures 3. Recognize a solution.

- **SC.912.N.1.2:** Describe and explain what characterizes science and its methods.

  Related Access Points

  - **SC.912.N.1.In.2:** Describe the processes used in scientific investigations, including posing a research question, forming a hypothesis, reviewing what is known, collecting evidence, evaluating results, and reaching conclusions.
  - **SC.912.N.1.Su.2:** Identify the basic process used in scientific investigations, including questioning, observing, recording, determining, and sharing results.
  - **SC.912.N.1.Pa.2:** Recognize a process used in science to solve problems, such as observing, following procedures, and recognizing results.

- **SC.912.N.1.3:** Recognize that the strength or usefulness of a scientific claim is evaluated through scientific argumentation, which depends on critical and logical thinking, and the active consideration of alternative scientific explanations to explain the data presented.

  Related Access Points

  - **SC.912.N.1.In.2:** Describe the processes used in scientific investigations, including posing a research question, forming a hypothesis, reviewing what is known, collecting evidence, evaluating results, and reaching conclusions.
  - **SC.912.N.1.Su.2:** Identify the basic process used in scientific investigations, including questioning, observing, recording, determining, and sharing results.
  - **SC.912.N.1.Pa.2:** Recognize a process used in science to solve problems, such as observing, following procedures, and recognizing results.

- **SC.912.N.1.4:** Identify sources of information and assess their reliability according to the strict standards of scientific investigation.

  Related Access Points

  - **SC.912.N.1.In.1:** Identify a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Identify a scientific question 2. Examine reliable sources of informtion to identify what is already known 3. Develop a possible explanation (hypothesis) 4. Plan and carry out an experiment 5. Gather data based on measurement and observations 6. Evaluate the data 7. Use the data to support reasonable explanations, inferences, and conclusions.
  - **SC.912.N.1.Su.1:** Recognize a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Recognize a scientific question 2. Use reliable information and identify what is already known 3. Create possible explanation 4. Carry out a planned experiment 5. Record observations 6. Summarize results 7. Reach a reasonable conclusion.
  - **SC.912.N.1.Pa.1:** Recognize a problem related to a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Observe objects and activities 2. Follow planned procedures 3. Recognize a solution.

- **SC.912.N.1.6:** Describe how scientific inferences are drawn from scientific observations and provide examples from the content being studied.

  Related Access Points

  - **SC.912.N.1.In.1:** Identify a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Identify a scientific question 2. Examine reliable sources of informtion to identify what is already known 3. Develop a possible explanation (hypothesis) 4. Plan and carry out an experiment 5. Gather data based on measurement and observations 6. Evaluate the data 7. Use the data to support reasonable explanations, inferences, and conclusions.
  - **SC.912.N.1.Su.1:** Recognize a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Recognize a scientific question 2. Use reliable information and identify what is already known 3. Create possible explanation 4. Carry out a planned experiment 5. Record observations 6. Summarize results 7. Reach a reasonable conclusion.
  - **SC.912.N.1.Pa.1:** Recognize a problem related to a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Observe objects and activities 2. Follow planned procedures 3. Recognize a solution.

- **SC.912.N.1.7:** Recognize the role of creativity in constructing scientific questions, methods and explanations.

  Related Access Points

- **SC.912.N.1.In.4:** Identify that scientists use many different methods in conducting their research.
- **SC.912.N.1.Su.4:** Recognize that scientists use a variety of methods to get answers to their research questions.
- **SC.912.N.1.Pa.4:** Recognize that people try different ways to complete a task when the first one does not work.

- **SC.912.N.2.1:** Identify what is science, what clearly is not science, and what superficially resembles science (but fails to meet the criteria for science).

  Related Access Points
  - **SC.912.N.2.In.1:** Identify examples of investigations that involve science.
  - **SC.912.N.2.Su.1:** Identify questions that can be answered by science.
  - **SC.912.N.2.Pa.1:** Recognize an example of work by scientists.

- **SC.912.N.3.1:** Explain that a scientific theory is the culmination of many scientific investigations drawing together all the current evidence concerning a substantial range of phenomena; thus, a scientific theory represents the most powerful explanation scientists have to offer.

  Related Access Points
  - **SC.912.N.3.In.1:** Recognize that a scientific theory is developed by repeated investigations of many scientists and agreement on the likely explanation.
  - **SC.912.N.3.Su.1:** Recognize that scientific theories are supported by evidence and agreement of many scientists.
  - **SC.912.N.3.Pa.1:** Recognize examples of cause-effect descriptions or explanations related to science.

- **SC.912.N.3.3:** Explain that scientific laws are descriptions of specific relationships under given conditions in nature, but do not offer explanations for those relationships.

  Related Access Points
  - **SC.912.N.3.In.2:** Identify examples of scientific laws that describe relationships in the natural world, such as Newton’s laws.
  - **SC.912.N.3.Su.2:** Recognize examples of scientific laws that describe relationships in nature, such as Newton’s laws.
  - **SC.912.N.3.Pa.1:** Recognize examples of cause-effect descriptions or explanations related to science.

- **SC.912.N.3.4:** Recognize that theories do not become laws, nor do laws become theories; theories are well supported explanations and laws are well supported descriptions.

  Related Access Points
  - **SC.912.N.3.In.1:** Recognize that a scientific theory is developed by repeated investigations of many scientists and agreement on the likely explanation.
  - **SC.912.N.3.In.2:** Identify examples of scientific laws that describe relationships in the natural world, such as Newton’s laws.
  - **SC.912.N.3.Su.1:** Recognize that scientific theories are supported by evidence and agreement of many scientists.
  - **SC.912.N.3.Su.2:** Recognize examples of scientific laws that describe relationships in nature, such as Newton’s laws.
  - **SC.912.N.3.Pa.1:** Recognize examples of cause-effect descriptions or explanations related to science.

- **SC.912.N.3.5:** Describe the function of models in science, and identify the wide range of models used in science.

  Related Access Points
  - **SC.912.N.3.In.3:** Identify ways models are used in the study of science.
  - **SC.912.N.3.Su.3:** Recognize ways models are used in the study of science.
  - **SC.912.N.3.Pa.2:** Recognize a model used in the context of one's own study of science.

- **SC.912.P.8.1:** Differentiate among the four states of matter.

  Related Access Points
  - **SC.912.P.8.In.1:** Classify states of matter as solid, liquid, and gaseous.
  - **SC.912.P.8.Su.1:** Identify examples of states of matter as solid, liquid, and gaseous.
  - **SC.912.P.8.Pa.1:** Select an example of a common solid, liquid, and gas.

- **SC.912.P.8.2:** Differentiate between physical and chemical properties and physical and chemical changes of matter.

  Related Access Points
  - **SC.912.P.8.In.2:** Compare characteristics of physical and chemical changes of matter.
  - **SC.912.P.8.Su.2:** Identify examples of physical and chemical changes.
  - **SC.912.P.8.Pa.2:** Recognize a common chemical change, such as cooking, burning, rusting, or decaying.

- **SC.912.P.8.3:** Explore the scientific theory of atoms (also known as atomic theory) by describing changes in the atomic model over time and why those changes were necessitated by experimental evidence.

  Related Access Points
  - **SC.912.P.8.In.3:** Identify the nucleus as the center of an atom.
  - **SC.912.P.8.Su.3:** Recognize that atoms are tiny particles in materials, too small to see.
  - **SC.912.P.8.Pa.3:** Recognize that the parts of an object can be put together to make a whole.

- **SC.912.P.8.4:** Explore the scientific theory of atoms (also known as atomic theory) by describing the structure of atoms in terms of protons, neutrons and electrons, and differentiate among these particles in terms of their mass, electrical charges and locations within the atom.

  Related Access Points
  - **SC.912.P.8.In.3:** Identify the nucleus as the center of an atom.
  - **SC.912.P.8.Su.3:** Recognize that atoms are tiny particles in materials, too small to see.
  - **SC.912.P.8.Pa.3:** Recognize that the parts of an object can be put together to make a whole.

- **SC.912.P.8.5:** Relate properties of atoms and their position in the periodic table to the arrangement of their electrons.

  Related Access Points
  - **SC.912.P.8.In.4:** Recognize that the periodic table includes all known elements.
  - **SC.912.P.8.Su.4:** Recognize examples of common elements, such as oxygen and hydrogen.
  - **SC.912.P.8.Pa.3:** Recognize that the parts of an object can be put together to make a whole.

- **SC.912.P.8.7:** Interpret formula representations of molecules and compounds in terms of composition and structure.

  Related Access Points
  - **SC.912.P.8.In.6:** Identify formulas for common compounds, such as H2O and CO2.
  - **SC.912.P.8.Su.6:** Match common chemical formulas to their common name, such as H2O to water.
  - **SC.912.P.8.Pa.4:** Match common compounds to their names or communication symbols.

- **SC.912.P.10.1:** Differentiate among the various forms of energy and recognize that they can be transformed from one form to others.

  Related Access Points
  - **SC.912.P.10.In.1:** Identify examples of energy being transformed from one form to another (conserved quantity).
  - **SC.912.P.10.Su.1:** Recognize energy transformations that occur in everyday life, such as solar energy to electricity.
  - **SC.912.P.10.Pa.1:** Observe and recognize examples of the transformation of electrical energy to light and heat.

- **SC.912.P.10.4:** Describe heat as the energy transferred by convection, conduction, and radiation, and explain the connection of heat to change in temperature or states of matter.

  Related Access Points
  - **SC.912.P.10.In.3:** Relate the transfer of heat to the states of matter, including gases result from heating, liquids result from cooling a gas, and solids result from further cooling a liquid.
  - **SC.912.P.10.Su.3:** Observe and recognize ways that heat travels, such as through space (radiation), through solids (conduction), and through liquids and gases (convection).
  - **SC.912.P.10.Pa.3:** Recognize the source and recipient of heat transfer.

- **SC.912.P.10.7:** Distinguish between endothermic and exothermic chemical processes.

  Related Access Points
  - **SC.912.P.10.In.4:** Describe a process that gives off heat (exothermic), such as burning, and a process that absorbs heat (endothermic), such as water coming to a boil.
  - **SC.912.P.10.Su.4:** Recognize common processes that give off heat (exothermic), such as burning, and processes that absorb heat (endothermic), such as water coming to a boil.
  - **SC.912.P.10.Pa.4:** Identify materials that provide protection (insulation) from heat.

- **SC.912.P.10.20:** Describe the measurable properties of waves and explain the relationships among them and how these properties change when the wave moves from one medium to another.

  Related Access Points
  - **SC.912.P.10.In.9:** Identify common applications of electromagnetic waves moving through different media, such as radio waves, microwaves, x-rays, or infrared.
  - **SC.912.P.10.Su.10:** Recognize examples of electromagnetic waves moving through different media, such as microwave ovens, radios, and x-rays.
  - **SC.912.P.10.Pa.10:** Recognize primary and secondary colors in visible light.

- **SC.912.P.12.3:** Interpret and apply Newton's three laws of motion.

  Related Access Points

- **SC.912.P.12.In.3:** Recognize various situations that show Newton's third law of motion: for every action there is an equal and opposite reaction.
- **SC.912.P.12.Su.3:** Recognize the action and reaction in a situation that show Newton's third law of motion: for every action there is an equal and opposite reaction.
- **SC.912.P.12.Pa.3:** Identify the source of the force moving an object.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.

- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

Clarifications:
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal

language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SC.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Science. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/sc.pdf.

Version Requirements

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand

measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

General Information

Course Number: 7920025

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS INTEG SCI 1

Number of Credits: Course may be taken for up to two credits

Course Length: Multiple (M) - Course length can vary

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12,30,31

Graduation Requirement: Equally Rigorous Science

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Science (Secondary Grades 7-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Middle Grades General Science (Middle Grades 5-9)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Chemistry (Grades 6-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Biology (Grades 6-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Physics (Grades 6-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Earth/Space Science (Grades 6-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Science (Secondary Grades 7-12) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Middle Grades General Science (Middle Grades 5-9)

- Chemistry (Grades 6-12) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Biology (Grades 6-12) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Physics (Grades 6-12) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Earth/Space Science (Grades 6-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Science (Secondary Grades 7-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Middle Grades General Science (Middle Grades 5-9)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Chemistry (Grades 6-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Biology (Grades 6-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Physics (Grades 6-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Earth/Space Science (Grades 6-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Science (Secondary Grades 7-12) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Middle Grades General Science (Middle Grades 5-9)
- Chemistry (Grades 6-12) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Biology (Grades 6-12) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Physics (Grades 6-12) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Earth/Space Science (Grades 6-12)

- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Science (Secondary Grades 7-12) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Middle Grades General Science (Middle Grades 5-9) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Chemistry (Grades 6-12) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Biology (Grades 6-12) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Physics (Grades 6-12) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Earth/Space Science (Grades 6-12)

Access Health and Safety (#7920050)

Version: 2023 - And Beyond (current)

Health 1-Life Management Skills - 0800300

Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **HE.912.B.3.2 (Archived Standard):** Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.

  Related Access Points

  - **HE.912.B.3.In.b:** Describe accessible resources in the home, school, and community that provide valid health information, such as Internet sites, family members, nurses, guidance counselors, physicians, clinics, hotlines, and support groups.
  - **HE.912.B.3.Su.b:** Identify accessible resources in the home, school, and community that provide valid health information, such as Internet sites, family members, nurses, guidance counselors, physicians, clinics, hotlines, and support groups.
  - **HE.912.B.3.Pa.b:** Recognize the accessibility of selected products and services that enhance health, such as location, expense, services available, eligibility, and appointment scheduling.

- **HE.912.B.3.3 (Archived Standard):** Justify the validity of a variety of technologies to gather health information.

  Related Access Points

  - **HE.912.B.3.In.c:** Describe common technologies that provide valid health information, such as the Internet, telephone, 911 access, and medical technology including X-rays, ultrasounds, mammograms, and MRIs.

- **HE.912.B.3.Su.c:** Identify selected technologies that provide valid health information, such as the Internet, telephone, 911 access, and medical technology including X-rays, ultrasounds, mammograms, and MRIs.
- **HE.912.B.3.Pa.c:** Recognize selected technologies that provide valid health information, such as the Internet, telephone, 911 access, and medical technology, including X-rays.

- **HE.912.B.3.4 (Archived Standard):** Justify when professional health services or providers may be required.

  Related Access Points
  - **HE.912.B.3.In.d:** Explain when professional health services or providers may be required, such as for injury, depression, suicide, drug abuse, a medical emergency, child abuse, or domestic violence.
  - **HE.912.B.3.Su.d:** Describe when professional health services may be required, such as for injury, depression, suicide, drug abuse, a medical emergency, child abuse, or domestic violence.
  - **HE.912.B.3.Pa.d:** Identify a selected situation when a professional health service or provider may be required, such as for injury, depression, suicide, drug abuse, a medical emergency, child abuse, or domestic violence.

- **HE.912.B.4.1 (Archived Standard):** Explain skills needed to communicate effectively with family, peers, and others to enhance health.

  Related Access Points
  - **HE.912.B.4.In.a:** Describe strategies to communicate effectively with family, peers, and others to enhance health, such as having appropriate voice pitch and volume, maintaining eye contact, journaling, letter writing, and speaking persuasively.
  - **HE.912.B.4.Su.a:** Identify strategies to communicate effectively with family, peers, and others to enhance health, such as having appropriate voice pitch and volume, maintaining eye contact, journaling, letter writing, and speaking persuasively.
  - **HE.912.B.4.Pa.a:** Use selected communication strategies to enhance personal health, such as having appropriate volume, maintaining eye contact, and using words and gestures to clarify meaning.

- **HE.912.B.4.2 (Archived Standard):** Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

  Related Access Points
  - **HE.912.B.4.In.b:** Determine effective refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks, such as validating other's opinions, making direct and active statements, and offering alternatives.
  - **HE.912.B.4.Su.b:** Demonstrate selected effective refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks, such as validating other's opinions, making direct and active statements, and offering alternatives.
  - **HE.912.B.4.Pa.b:** Use a refusal, a negotiation, or a collaboration skill to avoid or reduce personal health risks or resolve conflicts, such as stating desires clearly, offering alternatives, using "I" messages, expressing emotions, or making direct statements.

- **HE.912.B.4.3 (Archived Standard):** Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

  Related Access Points

- **HE.912.B.4.In.c:** Use basic strategies to prevent or resolve interpersonal conflicts without harming self or others, such as using effective verbal and nonverbal communication, compromising, and using conflict-resolution skills.
- **HE.912.B.4.Su.c:** Use a basic strategy to prevent or resolve interpersonal conflicts without harming self or others, such as using effective verbal and nonverbal communication, compromising, or using conflict-resolution skills.
- **HE.912.B.4.Pa.c:** Use a refusal, a negotiation, or a collaboration skill to avoid or reduce personal health risks or resolve conflicts, such as stating desires clearly, offering alternatives, using "I" messages, expressing emotions, or making direct statements.

- **HE.912.B.4.4 (Archived Standard):** Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.

  Related Access Points
  - **HE.912.B.4.In.d:** Explain the effectiveness of various ways of asking for and offering assistance to enhance the health of self and others, such as verbalizing, writing, listening actively, and seeking help for a friend.
  - **HE.912.B.4.Su.d:** Describe effective ways to ask for and offer assistance to enhance the health of self and others, such as verbalizing, writing, listening actively, and seeking help for a friend.
  - **HE.912.B.4.Pa.d:** Identify an effective way to ask for and offer assistance to enhance the health of self and others, such as verbalizing, listening actively, and seeking help for a friend.

- **HE.912.B.5.1 (Archived Standard):** Determine the value of applying a thoughtful decision-making process in health-related situations.

  Related Access Points
  - **HE.912.B.5.In.0:** Describe the value of applying a thoughtful decision-making process in health-related situations, such as decisions regarding sexual activity, alcohol consumption, and organ donation.
  - **HE.912.B.5.Su.0:** Identify the value of applying a thoughtful decision-making process in health-related situations, such as decisions regarding sexual activity, alcohol consumption, and organ donation.
  - **HE.912.B.5.Pa.0:** Recognize a health-related situation that requires the application of a thoughtful decision-making process, such as decisions regarding sexual activity, alcohol consumption, and organ donation.

- **HE.912.B.5.2 (Archived Standard):** Generate alternatives to health-related issues or problems.

  Related Access Points
  - **HE.912.B.5.In.1:** Explain alternatives to health-related issues or problems, such as the health benefits of menu options, getting enough physical activity, and practicing refusal skills.
  - **HE.912.B.5.Su.1:** Describe alternatives to health-related issues or problems, such as the health benefits of menu options, getting enough physical activity, and practicing refusal skills.
  - **HE.912.B.5.Pa.1:** Recognize healthy and unhealthy alternatives to selected health-related issues or problems, such as the health benefits of menu options, getting enough physical activity, and practicing refusal skills.

- **HE.912.B.5.3 (Archived Standard):** Appraise the potential short-term and long-term outcomes of each alternative on self and others.

Related Access Points

- **HE.912.B.5.In.2:** Describe the potential short-term and long-term outcomes of each alternative on self or others when making a health-related decision, such as a nutrition plan based on personal needs and preferences, the impact of chronic health conditions on the individual and family, and weapons on campus.
- **HE.912.B.5.Su.2:** Identify the potential short-term and long-term outcomes of each alternative on self or others when making a health-related decision, such as a nutrition plan based on personal needs and preferences, the impact of chronic health conditions on the individual and family, and weapons on campus.
- **HE.912.B.5.Pa.2:** Recognize a potential outcome of each option on self when making a health-related decision, such as a nutrition plan based on personal needs and preferences, the impact of chronic health conditions on the individual, or weapons on campus.

- **HE.912.B.5.4 (Archived Standard):** Assess whether individual or collaborative decision making is needed to make a healthy decision.

  Related Access Points

  - **HE.912.B.5.In.3:** Determine whether individual or collaborative decision making is needed to make a healthy decision, such as planning a post-high-school career or education, purchasing the family's groceries, planning a weekly menu, and planning activities for siblings.
  - **HE.912.B.5.Su.3:** Determine whether individual or collaborative decision making is needed to make a healthy decision in selected situations, such as planning a post-high-school career or education, purchasing the family's groceries, planning a weekly menu, and planning activities for siblings.
  - **HE.912.B.5.Pa.3:** Identify the need for individual or collaborative decision making in selected health-related situations, such as planning a post-high-school career/education, purchasing the family's groceries, planning a weekly menu, and planning activities for siblings.

- **HE.912.B.5.5 (Archived Standard):** Examine barriers that can hinder healthy decision making.

  Related Access Points

  - **HE.912.B.5.In.4:** Explain barriers that can hinder healthy decision making, such as interpersonal, financial, and environmental factors.
  - **HE.912.B.5.Su.4:** Describe barriers that can hinder healthy decision making, such as interpersonal, financial, and environmental factors.
  - **HE.912.B.5.Pa.4:** Identify selected barriers that can hinder healthy decision making, such as interpersonal, financial, and environmental factors.

- **HE.912.B.6.1 (Archived Standard):** Evaluate personal health practices and overall health status to include all dimensions of health.

  Related Access Points

  - **HE.912.B.6.In.0:** Assess personal health practices and identifies overall health status for multiple dimensions of health, such as personal strengths, physical fitness, peer relationships, environmental health, and personal hygiene.
  - **HE.912.B.6.Su.0:** Examine personal health practices and recognize overall health status for a selected dimension of health, such as personal strengths, physical fitness, peer relationships, environmental health, and personal hygiene.

- **HE.912.B.6.Pa.0:** Recognize personal health practices and overall health status, such as personal strengths, physical fitness, peer relationships, environmental health, and good personal hygiene.

- **HE.912.B.6.2 (Archived Standard):** Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.

  Related Access Points

  - **HE.912.B.6.In.1:** Use selected strategies to develop a plan to attain a personal health goal that addresses strengths, needs, and risks, such as weight management, comprehensive physical fitness, stress management, dating relationships, or risky behaviors.
  - **HE.912.B.6.Su.1:** Follow a selected procedure to develop a plan to attain a personal health goal that addresses strengths, needs, and risks, such as weight management, comprehensive physical fitness, stress management, dating relationships, or risky behaviors.
  - **HE.912.B.6.Pa.1:** Follow guided steps to develop a selected plan for achieving a personal health goal that addresses strengths, needs, and risks, such as weight management, comprehensive physical fitness, stress management, dating relationships, or risky behaviors.

- **HE.912.B.6.3 (Archived Standard):** Implement strategies and monitor progress in achieving a personal health goal.

  Related Access Points

  - **HE.912.B.6.In.2:** Use strategies and monitor progress toward achieving a personal health goal, such as stress management, time out, use a squeeze ball when frustrated, talk with a friend or professional, pace oneself, set realistic expectations, use rewards, and get support.
  - **HE.912.B.6.Su.2:** Use selected strategies and monitor progress toward achieving a personal health goal, such as stress management, time out, use a squeeze ball when frustrated, talk with a friend or professional, pace oneself, set realistic expectations, use rewards, and get support.
  - **HE.912.B.6.Pa.2:** Use a selected strategy and track progress toward achieving a personal health goal, such as time out, using a squeeze ball when frustrated, talking with a friend or professional, or using rewards and supports.

- **HE.912.B.6.4 (Archived Standard):** Formulate an effective long-term personal health plan.

  Related Access Points

  - **HE.912.B.6.In.3:** Develop an effective long-term personal health plan, such as stress reduction, weight management, healthier eating habits, or improved physical fitness.
  - **HE.912.B.6.Su.3:** Identify an effective personal health plan for a period of time, such as stress reduction, weight management, healthier eating habits, or improved physical fitness.
  - **HE.912.B.6.Pa.3:** Follow guided steps to develop an effective personal health plan for a period of time, such as stress reduction, weight management, healthier eating habits, or improved physical fitness.

- **HE.912.C.1.1 (Archived Standard):** Predict how healthy behaviors can affect health status.

  Related Access Points

  - **HE.912.C.1.In.a:** Explain how healthy behaviors can affect health status, such as healthy fast-food selections, regular medical screenings, and regular physical activity.

- **HE.912.C.1.Su.a:** Identify how healthy behaviors can affect health status, such as healthy fast-food selections, regular medical screenings, and regular physical activity.
- **HE.912.C.1.Pa.a:** Recognize ways personal health can be affected by healthy behaviors, such as healthy fast-food selections, regular medical checkups, and physical activity.

- **HE.912.C.1.2 (Archived Standard):** Interpret the significance of interrelationships in mental/emotional, physical, and social health.

  Related Access Points
  - **HE.912.C.1.In.b:** Explain the interrelationships of mental/emotional, intellectual, physical, and social health, such as how drinking alcohol or sexual activity impacts physical, social, and mental/emotional dimensions of health.
  - **HE.912.C.1.Su.b:** Identify the interrelationship between healthy behaviors and the dimensions of health (physical, mental/emotional, social, and intellectual), such as how drinking alcohol or sexual activity impacts physical and social dimensions of health.
  - **HE.912.C.1.Pa.b:** Distinguish between healthy and unhealthy physical, mental/emotional, social, and intellectual behaviors, such as drinking alcohol or avoiding alcohol, and appropriate or inappropriate sexual behaviors.

- **HE.912.C.1.3 (Archived Standard):** Evaluate how environment and personal health are interrelated.

  Related Access Points
  - **HE.912.C.1.In.c:** Explain how environment and personal health are interrelated, such as food options within a community and availability of recreational facilities.
  - **HE.912.C.1.Su.c:** Identify ways selected environmental factors can affect personal health, such as food options within a community and availability of recreational facilities.
  - **HE.912.C.1.Pa.c:** Recognize environmental factors and related personal health behaviors, such as having recreational facilities available and increased physical activity.

- **HE.912.C.1.4 (Archived Standard):** Propose strategies to reduce or prevent injuries and health problems.

  Related Access Points
  - **HE.912.C.1.In.d:** Describe strategies to reduce or prevent injuries and health problems, such as mandatory passenger- restraint and helmet laws, mandatory immunizations, and proper handling of food.
  - **HE.912.C.1.Su.d:** Identify strategies to reduce or prevent injuries and other adolescent health problems, such as mandatory passenger-restraint and helmet laws, mandatory immunizations, and proper handling of food.
  - **HE.912.C.1.Pa.d:** Recognize a strategy to prevent injury and adolescent health problems, such as mandatory passenger- restraint/helmet laws, or proper handling of food.

- **HE.912.C.1.5 (Archived Standard):** Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.

  Related Access Points
  - **HE.912.C.1.In.e:** Describe strategies for prevention, detection, and treatment of common communicable and chronic diseases, such as preventing and treating obesity, early detection of cancer, and getting adequate physical exercise to help prevent diabetes and heart disease.
  - **HE.912.C.1.Su.e:** Identify common strategies for prevention, detection, and treatment of common communicable and chronic diseases, such as preventing and treating obesity,

early detection of cancer, and getting adequate physical exercise to help prevent diabetes and heart disease.
    - **HE.912.C.1.Pa.e:** Recognize selected strategies for prevention of common communicable diseases, such as sanitization, avoiding direct contact with infection, and proper disposal of hygiene products.

- **HE.912.C.1.6 (Archived Standard):** Evaluate the relationship between access to health care and health status.

  Related Access Points
    - **HE.912.C.1.In.f:** Identify the relationship between access to health care and health status, such as availability of sources of checkups for early detection and treatment of cancer, HIV, diabetes, bipolar disorder, or schizophrenia.
    - **HE.912.C.1.Su.f:** Recognize the relationship between access to health care and health status, such as availability of sources of checkups for early detection and treatment of cancer, HIV, diabetes, bipolar disorder, or schizophrenia.
    - **HE.912.C.1.Pa.f:** Associate access to health care with good health, such as obtaining screenings, having checkups, or receiving treatment.

- **HE.912.C.1.7 (Archived Standard):** Analyze how heredity and family history can impact personal health.

  Related Access Points
    - **HE.912.C.1.In.g:** Explain how heredity and family history can impact personal health, such as drug use, family obesity, heart disease, and mental health.
    - **HE.912.C.1.Su.g:** Describe ways personal health can be affected by heredity and family history, such as drug use, family obesity, heart disease, and mental health.
    - **HE.912.C.1.Pa.g:** Recognize ways personal health can be affected by heredity or family history, such as drug use, family obesity, heart disease, and mental health.

- **HE.912.C.1.8 (Archived Standard):** Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.

  Related Access Points
    - **HE.912.C.1.In.h:** Predict the likelihood of injury, illness, or death from engaging in unhealthy behaviors, such as death from alcohol poisoning, cancer and chronic lung disease related to tobacco use, overdose from illegal drug use, or engaging in risky games.
    - **HE.912.C.1.Su.h:** Describe the likelihood of injury, illness, or death from engaging in unhealthy behaviors, such as death from alcohol poisoning, cancer and chronic lung disease related to tobacco use, overdose from illegal drug use, or engaging in risky games.
    - **HE.912.C.1.Pa.h:** Recognize likely injuries or illnesses resulting from engaging in unhealthy behaviors, such as death or injury from drinking and driving, injuries resulting from fighting and bullying, and infections from poor hygiene.

- **HE.912.C.2.1 (Archived Standard):** Analyze how the family influences the health of individuals.

  Related Access Points
    - **HE.912.C.2.In.a:** Explain how the family influences the health of individuals, such as nutritional management of meals, the composition of the family, and health-insurance status.

- **HE.912.C.2.Su.a:** Describe how the family influences the health of individuals, such as providing nutritious meals, the composition of the family, and health-insurance status.
- **HE.912.C.2.Pa.a:** Recognize selected ways the family influences the health of family members, such as providing nutritious meals and the composition of the family.

- **HE.912.C.2.2 (Archived Standard):** Compare how peers influence healthy and unhealthy behaviors.

  Related Access Points
  - **HE.912.C.2.In.b:** Examine how peers influence healthy and unhealthy behaviors, such as binge drinking and social groups, pressuring a girlfriend or boyfriend to be sexually active, and student recommendations for school vending machines.
  - **HE.912.C.2.Su.b:** Describe how peers influence healthy and unhealthy behaviors, such as drinking alcohol in social groups, pressuring a girlfriend or boyfriend to be sexually active, and making recommendations for school vending machines.
  - **HE.912.C.2.Pa.b:** Recognize ways peers influence healthy or unhealthy behaviors, such as drinking alcohol in social groups, pressuring a girlfriend or boyfriend to be sexually active, and making recommendations for school vending machines.

- **HE.912.C.2.3 (Archived Standard):** Assess how the school and community can affect personal health practice and behaviors.

  Related Access Points
  - **HE.912.C.2.In.c:** Describe how the school and community can influence personal health practice and behavior, such as healthy foods in vending machines, required health education, and health screenings.
  - **HE.912.C.2.Su.c:** Identify how the school and community can influence personal health practice and behavior, such as having healthy food in vending machines, required health education, and health screenings.
  - **HE.912.C.2.Pa.c:** Recognize ways the school and community can influence personal health, such as having healthy food in vending machines, required health education, and health screenings.

- **HE.912.C.2.4 (Archived Standard):** Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

  Related Access Points
  - **HE.912.C.2.In.d:** Describe how public-health policies and government regulations can influence health promotion and disease prevention, such as enforcing seat-belt laws, preventing underage alcohol sales, and reporting communicable diseases.
  - **HE.912.C.2.Su.d:** Identify ways school and public-health policies can influence health promotion and disease prevention, such as enforcing seat-belt laws, preventing underage alcohol sales, and reporting communicable diseases.
  - **HE.912.C.2.Pa.d:** Recognize ways selected school and public-health policies can influence health promotion and disease prevention, such as enforcing seat-belt laws, preventing underage alcohol sales, and assessing health status.

- **HE.912.C.2.5 (Archived Standard):** Evaluate the effect of media on personal and family health.

  Related Access Points
  - **HE.912.C.2.In.e:** Examine the effect of media on personal and family health, such as comparing name- and store-brand items in the home, analyzing television-viewing habits, and identifying effective public-service announcements (PSAs).

- **HE.912.C.2.Su.e:** Describe the effect of media on personal and family health, such as comparing name- and store-brand items in the home, analyzing television-viewing habits, and identifying effective public-service announcements (PSAs).
- **HE.912.C.2.Pa.e:** Recognize the effect of media on personal and family health, such as television-viewing habits and sedentary lifestyle and identifying effective public-service announcements (PSAs).

- **HE.912.C.2.6 (Archived Standard):** Evaluate the impact of technology on personal, family, and community health.

  Related Access Points
  - **HE.912.C.2.In.f:** Explain the impact of technology on personal, family, or community health, such as the availability of automated external defibrillators (AEDs) in the community, audible directions on pedestrian crosswalks, and hotlines such as 211 or related websites.
  - **HE.912.C.2.Su.f:** Describe the impact of technology on personal, family, and community health, such as the availability of automated external defibrillators (AEDs) in the community, audible directions on pedestrian crosswalks, and hotlines such as 211 or related websites.
  - **HE.912.C.2.Pa.f:** Recognize a way that technology impacts personal, family, or community health, such as the availability of audible directions on pedestrian crosswalks or hotlines such as 211 or related websites.

- **HE.912.C.2.7 (Archived Standard):** Analyze how culture supports and challenges health beliefs, practices, and behaviors.

  Related Access Points
  - **HE.912.C.2.In.g:** Describe ways that culture supports and challenges health beliefs, practices, and behaviors, such as dietary patterns, rites of passage, and courtship practices.
  - **HE.912.C.2.Su.g:** Identify ways culture influences health beliefs, practices, and behaviors, such as dietary patterns, rites of passage, and courtship practices.
  - **HE.912.C.2.Pa.g:** Recognize ways common social or cultural practices (norms) influence healthy and unhealthy behaviors, such as becoming a teen parent, binge drinking, dietary patterns, rites of passage, and courtship practices.

- **HE.912.C.2.8 (Archived Standard):** Analyze how the perceptions of norms influence healthy and unhealthy behaviors.

  Related Access Points
  - **HE.912.C.2.In.h:** Describe how the perceptions of social norms influence healthy and unhealthy behaviors, such as driving over the speed limit, becoming a teen parent, and binge drinking.
  - **HE.912.C.2.Su.h:** Describe how the perceptions of selected social norms influence healthy and unhealthy behaviors, such as driving over the speed limit, becoming a teen parent, and binge drinking.
  - **HE.912.C.2.Pa.h:** Recognize ways common social or cultural practices (norms) influence healthy and unhealthy behaviors, such as becoming a teen parent, binge drinking, dietary patterns, rites of passage, and courtship practices.

- **HE.912.C.2.9 (Archived Standard):** Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.

  Related Access Points

- **HE.912.C.2.In.i:** Explain how personal values, attitudes, and beliefs influence individual health practices and behaviors.
- **HE.912.C.2.Su.i:** Identify how personal values, attitudes, and beliefs influence individual health practices and behaviors.
- **HE.912.C.2.Pa.i:** Identify how a personal value, attitudes, or belief influences an individual health practice or behavior.

- **HE.912.P.7.1 (Archived Standard):** Analyze the role of individual responsibility in enhancing health.

  Related Access Points
  - **HE.912.P.7.In.0:** Examine the role of individual responsibility in enhancing health, such as making good fast-food choices, recognizing the influence of media messages, and recognizing the future impact of lifestyle choices.
  - **HE.912.P.7.Su.0:** Explain the role of individual responsibility in enhancing health, such as making good fast-food choices, recognizing the influence of media messages, and recognizing the future impact of lifestyle choices.
  - **HE.912.P.7.Pa.0:** Identify that it is important to take personal responsibility for enhancing health, such as making good fast- food choices, recognizing the influence of media messages, and recognizing the future impact of lifestyle choices.

- **HE.912.P.7.2 (Archived Standard):** Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.

  Related Access Points
  - **HE.912.P.7.In.1:** Examine healthy practices and behaviors that will maintain or improve health, and reduce health risks, such as avoiding drug use and abuse, abstaining from sexual activity, having a healthy diet, avoiding riding with impaired drivers, making good personal lifestyle choices, and seeking mental-health services when needed.
  - **HE.912.P.7.Su.1:** Explain healthy practices and behaviors that will maintain or improve health, and reduce health risks, such as avoiding drug use and abuse, abstaining from sexual activity, having a healthy diet, avoiding riding with impaired drivers, making good personal lifestyle choices, and seeking mental-health services when needed.
  - **HE.912.P.7.Pa.1:** Identify selected practices and behaviors that will maintain or improve health, and reduce health risks, such as avoiding drug use and abuse, abstaining from sexual activity, having a healthy diet, avoiding riding with impaired drivers, making good personal lifestyle choices, and seeking mental-health services when needed.

- **HE.912.P.8.1 (Archived Standard):** Demonstrate how to influence and support others in making positive health choices.

  Related Access Points
  - **HE.912.P.8.In.0:** Demonstrate basic ways to influence and support others in making positive health choices, such as avoiding underage drinking, preventing someone from driving under the influence, preventing suicide, and promoting healthy dating, and personal relationships.
  - **HE.912.P.8.Su.0:** Demonstrate a basic way to influence and support others in making positive health choices, such as avoiding underage drinking, preventing someone from driving under the influence, preventing suicide, and promoting healthy dating, and personal relationships.
  - **HE.912.P.8.Pa.0:** Encourage others to make positive health choices.

- **HE.912.P.8.2 (Archived Standard):** Utilize current, accurate data/information to formulate a health-enhancing message.

Related Access Points

- **HE.912.P.8.In.1:** Use accurate information to create a health-enhancing message, such as validating perceptions of peers or societal norms regarding drug use, violence, and sexual activity.
- **HE.912.P.8.Su.1:** Use selected accurate information to create a brief health-enhancing message, such as validating perceptions of peers or societal norms regarding drug use, violence, or sexual activity.
- **HE.912.P.8.Pa.1:** Use accurate information to communicate a simple health-enhancing message to others, such as smoking is harmful, say no to drugs, or avoid violence.

- **HE.912.P.8.3 (Archived Standard):** Work cooperatively as an advocate for improving personal, family, and community health.

  Related Access Points

  - **HE.912.P.8.In.2:** Work with others to advocate for improving personal, family, and community health, such as supporting local availability of healthy food options, and shopping at environmentally friendly vendors.
  - **HE.912.P.8.Su.2:** Work with others to promote health practices that improve personal, family, or community health, such as supporting local availability of healthy food options, and environmentally friendly shopping.
  - **HE.912.P.8.Pa.2:** Work with others to promote healthy practices for individuals, peers, families, or schools, such as healthy food options, or environmentally friendly shopping.

- **HE.912.P.8.4 (Archived Standard):** Adapt health messages and communication techniques to a specific target audience.

  Related Access Points

  - **HE.912.P.8.In.3:** Create a health message that targets a specific audience using a common communication technique, such as promoting Internet safety, preventing disease, reducing poverty, and offering disaster relief.
  - **HE.912.P.8.Su.3:** Create a health message for a selected audience using a selected communication technique, such as promoting Internet safety, preventing disease, reducing poverty, and offering disaster relief.
  - **HE.912.P.8.Pa.3:** Use accurate information to communicate a simple health-enhancing message to others, such as smoking is harmful, say no to drugs, or avoid violence.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:

  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make

predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

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

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7920050

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >

Abbreviated Title: Access Health and Safety

Number of Credits: Course may be taken for up to two credits

Course Length: Multiple (M) - Course length can vary

Course Attributes:

- Class Size Core Required

Course Type: Elective Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12,30,31

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12)

CTE Substitution for Access Science (#7920998)

Version: 2015 - And Beyond (current)

State Board of Education Rule 6A-1.09963, F.A.C., provides substitutions for students with disabilities using eligible career/technical courses containing content related to the course for which it is substituting, for both core access and non-access courses.

Students who receive a course substitution earn course credit counted toward high school graduation, with the exception of the following graduation requirements: Algebra 1, Biology, Economics, Geometry, United States Government, United States History, or World History.

A course substitution does not factor into a student's grade point average (GPA).

Course Information

General Information

Course Number: 7920998

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >

Abbreviated Title: CTE SUB ACC SCIENCE

Number of Credits: One (1) credit

Course Length: Not Applicable

Course Type: Course Substitution

Course Status: State Board Approved

Grade Level(s): 9,10,11,12,30,31

Graduation Requirement: Equally Rigorous Science

CTE Substitution for Science (#7920999)

Version: 2015 - And Beyond (current)

State Board of Education Rule 6A-1.09963, F.A.C., provides substitutions for students with disabilities using eligible career/technical courses containing content related to the course for which it is substituting, for both core access and non-access courses.

Students who receive a course substitution earn course credit counted toward high school graduation, with the exception of the following graduation requirements: Algebra 1, Biology, Economics, Geometry, United States Government, United States History, or World History.

A course substitution does not factor into a student's grade point average (GPA).

Course Information

General Information

Course Number: 7920999

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >

Abbreviated Title: CTE SUB SCIENCE

Number of Credits: One (1) credit

Course Length: Not Applicable

Course Type: Course Substitution

Course Status: State Board Approved

Grade Level(s): 9,10,11,12,30,31

Graduation Requirement: Equally Rigorous Science

Access United States Government (#7921015)

Version: 2026 - And Beyond (current)

United States Government - 2106310

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **SS.912.AA.1.4:** Examine the development of slavery and describe the conditions for Africans during their passage to America.

  Clarifications:

  Clarification 1: Instruction includes the Triangular Trade routes and the Middle Passage.

  Clarification 2: Instruction includes the causes for the growth and development of slavery, primarily in the southern colonies.

  Clarification 3: Instruction includes percentages of African diaspora within the New World colonies.

  Related Access Points
  - **SS.912.AA.1.AP.4:** Identify how slavery developed and the conditions for Africans during their passage to America.

- **SS.912.AA.2.1:**

  Describe the contributions of Africans to society, science, poetry, politics, oratory, literature, music, dance, Christianity, and exploration in the United States from 1776-1865.

  Clarifications:

  Clarification 1: Instruction includes contributions of key figures and organizations (e.g., Prince Hall, Phillis Wheatley, Benjamin Banneker, Richard Allen, the Free African Society, Olaudah Equiano, Omar ibn Said, Cudjoe Lewis, Anna Jai Kingsley).

  Clarification 2: Instruction includes the role of black churches (e.g., African Methodist Episcopal [AME]).

  Related Access Points
  - **SS.912.AA.2.AP.1:** Identify the contributions of Africans to society, science, poetry, politics, oratory, literature, music, dance, Christianity and exploration in the United States from 1776-1865.

- **SS.912.AA.2.4:** Examine political actions of the Continental Congress regarding the practice of slavery.

  Clarifications:
  Clarification 1: Instruction includes examples of how the members of the Continental Congress made attempts to end or limit slavery (e.g., the first draft of the Declaration of Independence that blamed King George III for sustaining the slave trade in the colonies, the calls of the Continental Congress for the end of involvement in the international slave trade, the Constitutional provision allowing for congressional action in 1808).

  Related Access Points

- **SS.912.AA.2.AP.4:** Identify political actions of the Continental Congress regarding the practice of slavery.

- **SS.912.AA.2.5:** Examine how federal and state laws shaped the lives and rights for enslaved and free Africans in the 18th and 19th centuries.

  Clarifications:

  Clarification 1: Instruction includes how different states passed laws that gradually led to the abolition of slavery in northern states (e.g., gradual abolition laws: RI Statutes 1728, 1765 & 1775, PA 1779, MA & NH 1780s, CT & NJ 1784, NY 1799; states abolishing slavery: VT 1777).

  Clarification 2: Instruction includes the Constitutional provision regarding fugitive persons.

  Clarification 3: Instruction includes the ramifications of the Dred Scott v. Sandford decision.

  Related Access Points
  - **SS.912.AA.2.AP.5:** Identify how federal and state laws affected enslaved and free Africans in the 18th and 19th centuries.

- **SS.912.AA.2.6:** Analyze the provisions under the Articles of Confederation and the Constitution regarding slavery.

  Clarifications:

  Clarification 1: Instruction includes how slavery increased through natural reproduction and the smuggling of human contraband, in spite of the desire of the Continental Congress to end the importation of slaves.

  Clarification 2: Instruction includes how the Northwest Ordinance of 1785 provided a mechanism for selling and settling the land and laid the foundations of land policy until passage of the Homestead Act of 1862.

  Clarification 3: Instruction includes the political issues regarding slavery that were addressed in the Northwest Ordinance of 1787.

  Clarification 4: Instruction includes the Three-Fifths Compromise as an agreement between delegates from the northern and the southern states in the Continental Congress (1783) and taken up anew at the United States Constitutional Convention (1787) that required three-fifths of the slave population be counted for determining direct taxation and representation in the House of Representatives.

  Related Access Points
  - **SS.912.AA.2.AP.6:** Identify the provisions under the Articles of Confederation and the Constitution regarding slavery.

- **SS.912.AA.2.8:** Examine the range and variety of specialized roles performed by slaves.

  Clarifications:

  Clarification 1: Instruction includes the trades of slaves (e.g., musicians, healers, blacksmiths, carpenters, shoemakers, weavers, tailors, sawyers, hostlers, silversmiths, cobblers, wheelwrights, wigmakers, milliners, painters, coopers).

  Clarification 2: Instruction includes the variety of locations slaves worked (e.g., homes, farms, on board ships, shipbuilding industry).

Related Access Points

- **SS.912.AA.2.AP.8:** Identify a variety of specialized roles performed by slaves.

- **SS.912.CG.1.1:** Examine how intellectual influences in primary documents contributed to the ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights.

  Clarifications:
  Clarification 1: Students will recognize the influence of the Judeo-Christian tradition, republicanism, the English Constitution and common Law, and the European Enlightenment in establishing the organic laws of the United States in primary documents (e.g., Magna Carta (1215); the Mayflower Compact (1620); the English Bill of Rights (1689); Common Sense (1776); Declaration of Independence (1776); the Constitution of Massachusetts (1780); the Articles of Confederation (1781); the Northwest Ordinance (1787); U.S. Constitution (1789)).

  Related Access Points

  - **SS.912.CG.1.AP.1:** Recognize how influences in primary documents contributed to the ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights.

- **SS.912.CG.1.2:** Explain the influence of Enlightenment ideas on the Declaration of Independence.

  Clarifications:

  Clarification 1: Students will identify grievances listed in the Declaration of Independence in terms of due process of law, individual rights, natural rights, popular sovereignty, and social contract.

  Clarification 2: Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, due process of law, limited government, popular sovereignty, and unalienable rights of life, liberty, and property as they relate to Enlightenment ideas in the Declaration of Independence.

  Clarification 3: Students will recognize that national sovereignty, due process of law, natural law, self- evident truth, equality of all persons, limited government, popular sovereignty, and unalienable rights of life, liberty and property form the philosophical foundation of our government.

  Related Access Points

  - **SS.912.CG.1.AP.2:** Identify the influence of an Enlightenment idea on the Declaration of Independence.

- **SS.912.CG.1.3:** Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.

  Clarifications:

  Clarification 1: Students will recognize that the Federalist Papers argued for a federal system of government, separation of powers and a representative form of government that is accountable to its citizens.

  Clarification 2: Students will analyze Federalist and Anti-Federalist arguments concerning ratification of the U.S. Constitution and inclusion of a bill of rights.

  Related Access Points

  - **SS.912.CG.1.AP.3:** Recognize the arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.

- **SS.912.CG.1.4:** Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.

  Clarifications:

  Clarification 1: Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.

  Clarification 2: Students will evaluate how the documents are connected to one another.

  Clarification 3: Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10. No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.

  Clarification 4: Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).

  Related Access Points

  - **SS.912.CG.1.AP.4:** Identify how the ideals and principles expressed in the founding documents shape America as a constitutional republic

- **SS.912.CG.1.5:** Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.

  Clarifications:

  Clarification 1: Students will explain how the structure and function of the U.S. government reflects these political principles.

  Clarification 2: Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.

  Clarification 3: Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College).

  Related Access Points

  - **SS.912.CG.1.AP.5:** Recognize how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.

- **SS.912.CG.2.1:**

  Explain the constitutional provisions that establish and affect citizenship.

  Clarifications:

  Clarification 1: Students will explain how the concept of citizenship in the United Stats has changed over the course of history (i.e., 13th, 14th, 15th, and 19th Amendments).

  Clarification 2: Students will compare birthright citizenship, permanent residency, and naturalization in the United States.

Clarification 3: Students will differentiate the rights held by native-born citizens, permanent residents, and naturalized citizens (e.g., running for public office).

Related Access Points

- **SS.912.CG.2.AP.1:** Identify the constitutional provisions that establish and affect citizenship.

- **SS.912.CG.2.2:** Explain the importance of political and civic participation to the success of the United States' constitutional republic.

  Clarifications:

  Clarification 1: Students will discuss various ways in which U.S. citizens can exercise political and civic participation.

  Clarification 2: Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement).

  Clarification 3: Students will describe the ways in which individuals can be denied and limited in their right to practice political, and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting).

  Related Access Points

  - **SS.912.CG.2.AP.2:** Recognize the importance of political and civic participation to the success of the United States' constitutional republic.

- **SS.912.CG.2.3:** Explain the responsibilities of citizens at the local, state, and national levels.

  Clarifications:

  Clarification 1: Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws).

  Clarification 2: Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot).

  Clarification 3: Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting, and providing information).

  Clarification 4: Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.

  Related Access Points

  - **SS.912.CG.2.AP.3:** Identify a responsibility of citizens at the local, state and national levels.

- **SS.912.CG.2.4:**

  Evaluate, take, and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.

  Clarifications:

Clarification 1: Students will examine situations when individuals' rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act).

Clarification 2: Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good.

Clarification 3: Students will explain different services provided by local, state, and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response).

Related Access Points

- **SS.912.CG.2.AP.4:** Identify a position on issues that cause the government to balance the interests of individuals with the public good.

- **SS.912.CG.2.5:** Analyze contemporary and historical examples of government-imposed restrictions on rights.

  Clarifications:

  Clarification 1: Students will identify historical examples of government-imposed restrictions on rights (e.g., General Orders No. 141, Executive Order 9066, USA PATRIOT Act, Homeland Security Act, Schenck v. United States, suspension of habeas corpus, rationing during wartime and limitations on speech).

  Clarification 2: Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets).

  Clarification 3: Students will examine the dangers of government-imposed restrictions on rights (e.g., restricting the right to free speech, restricting the right to peaceably assemble).

  Related Access Points

  - **SS.912.CG.2.AP.5:** Identify contemporary and historical examples of government-imposed restrictions on rights.

- **SS.912.CG.2.6:** Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.

  Clarifications:

  Clarification 1: Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman's desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).

  Clarification 2: Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.

  Related Access Points

  - **SS.912.CG.2.AP.6:** Recognize how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.

- **SS.912.CG.2.7:** Analyze the impact of civic engagement as a means of preserving or reforming institutions.

  Clarifications:

Clarification 1: Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).

Clarification 2: Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).

Related Access Points

- **SS.912.CG.2.AP.7:** Recognize the impact of civic engagement as a means of preserving or reforming institutions.

- **SS.912.CG.2.8:** Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.

  Clarifications:

  Clarification 1: Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.

  Clarification 2: Students will identify historical examples of interest groups, media and individuals influencing public policy.

  Clarification 3: Students will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era).

  Related Access Points

  - **SS.912.CG.2.AP.8:** Recognize the impact of political parties, interest groups, media and individuals on determining and shaping public policy.

- **SS.912.CG.2.9:** Explain the process and procedures of elections at the state and national levels.

  Clarifications:

  Clarification 1: Students will identify the different primary formats and how political parties nominate candidates using primaries.

  Clarification 2: Students will compare and contrast the different ways in which elections are decided (e.g., Electoral College, proportional representation, popular vote, winner-take-all).

  Clarification 3: Students will explain the process by which candidates register to be part of state and national elections.

  Clarification 4: Students will describe the different methods used to tabulate election results in state and national elections (i.e., electronic voting, punch cards, fill-in ballots).

  Clarifications 5: Students will evaluate the role of debates in elections.

  Related Access Points

  - **SS.912.CG.2.AP.9:** Identify the process and procedures of elections at the state and national levels.

- **SS.912.CG.2.10:** Analyze factors that contribute to voter turnout in local, state, and national elections.

  Clarifications:

Clarification 1: Students will explain trends in voter turnout.

Clarification 2: Students will discuss attempts to increase voter turnout (e.g., get out the vote campaigns, social movements).

Clarification 3: Students will explain how governmental action has affected voter participation (e.g., 15th, 19th and 26th Amendments; Jim Crow laws; poll tax; efforts to suppress voters).

Related Access Points

- **SS.912.CG.2.AP.10:** Identify factors that contribute to voter turnout in local, state and national elections.

- **SS.912.CG.2.11:** Evaluate political communication for bias, factual accuracy, omission, and emotional appeal.

  Clarifications:

  Clarification 1: Students will compare the reporting on the same political event or issue from multiple perspectives.

  Clarification 2: Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies).

  Clarification 3: Students will discuss the historical impact of political communication on American political process and public opinion.

  Clarification 4: Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media.

  Related Access Points

  - **SS.912.CG.2.AP.11:** Identify various forms of political communication for bias, factual accuracy, omission and emotional appeal.

- **SS.912.CG.2.12:** Explain how interest groups, the media and public opinion influence local, state, and national decision-making related to public issues.

  Clarifications:

  Clarification 1: Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions.

  Clarification 2: Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues.

  Clarification 3: Students will analyze public policy solutions related to local, state, and national issues.

  Related Access Points

  - **SS.912.CG.2.AP.12:** Recognize that interest groups, the media and public opinion influence local, state and national decision-making related to public issues.

- **SS.912.CG.2.13:** Analyze the influence and effects of various forms of media and the internet in political communication.

  Clarifications:

Clarification 1: Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media).

Clarification 2: Students will describe how the methods used by political officials to communicate with the public has changed over time.

Clarification 3: Students will discuss the strengths and weaknesses of different methods of political communication.

Related Access Points

- **SS.912.CG.2.AP.13:** Recognize the influence and effects of various forms of media and the internet in political communication.

- **SS.912.CG.3.1:** Analyze how certain political ideologies conflict with the principles of freedom and democracy.

  Clarifications:

  Clarification 1: Students will analyze historic examples of governing systems (e.g., communism and totalitarianism) and actions that conflict with the principles of freedom and democracy (e.g., Mao Zedong and the Cultural Revolution, Stalin and the Soviet System, Fidel Castro and the Cuban Revolution, Vladimir Lenin and the Russian Revolution, Pol Pot and the Khmer Rouge, Nicolás Maduro and the Chavismo movement).

  Clarification 2: Students will identify how authoritarian regimes victimize their citizens through restricting individual rights resulting in poverty, starvation, migration, systemic lethal violence, and suppression of speech.

  Clarification 3: Students will analyze how the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers contribute to the nation's longevity and its ability to overcome challenges, and distinguish the United States' constitutional republic from authoritarian and totalitarian nations.

  Related Access Points

  - **SS.912.CG.3.AP.1:** Identify how certain political ideologies conflict with the principles of freedom and democracy.

- **SS.912.CG.3.2:** Explain how the U.S. Constitution safeguards and limits individual rights.

  Clarifications:

  Clarification 1: Students will identify the individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments.

  Clarification 2: Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.

  Related Access Points

  - **SS.912.CG.3.AP.2:** Recognize how the U.S. Constitution safeguards and limits individual rights.

- **SS.912.CG.3.3:** Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.

  Clarifications:

Clarification 1: Students will explain why Article I of the U.S. Constitution established a bicameral legislative body and how the House of Representatives functions differently from the Senate.

Clarification 2: Students will identify the methods for determining the number of members in the House of Representatives and the Senate.

Clarification 3: Students will identify and describe the “enumerated powers” delegated to Congress (e.g., assess taxes, borrow money, declare war, make laws).

Clarification 4: Students will analyze the role of the legislative branch in terms of its relationship with the judicial and executive branch of the government.

Clarification 5: Students will describe constitutional amendments that changed the role of Congress from its original description in Article I of the U.S. Constitution (i.e., 10th, 14th, 16th, 17th and 27th Amendments).

Related Access Points

- **SS.912.CG.3.AP.3:** Identify the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.

- **SS.912.CG.3.4:** Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.

  Clarifications:

  Clarification 1: Students will explain the qualifications one must have to seek the office of president and the process of presidential elections.

  Clarification 2: Students will explain different presidential responsibilities outlined in Article II (e.g., receiving foreign heads of state, delivering the State of the Union address, carrying out faithful execution of the law).

  Clarification 3: Students will examine the role of the executive branch in terms of its relationship with the judicial and legislative branches of the government.

  Clarification 4: Students will describe constitutional amendments (i.e., 12th, 20th, 22nd and 25th) that have changed the role of the executive branch from its original description in Article II.

  Clarification 5: Students will describe the impeachment process.

  Related Access Points

  - **SS.912.CG.3.AP.4:** Identify the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.

- **SS.912.CG.3.5:** Describe how independent regulatory agencies interact with the three branches of government and with citizens.

  Clarifications:

  Clarification 1: Students will identify independent regulatory agencies (e.g., Federal Communications Commission, Federal Election Commission, National Labor Relations Board) and explain their purpose and effect.

Clarification 2: Students will describe the advantages and disadvantages of delegating power to independent regulatory agencies.

Related Access Points

- **SS.912.CG.3.AP.5:** Recognize how independent regulatory agencies interact with the three branches of government and with citizens.

- **SS.912.CG.3.6:**

Explain expressed, implied, concurrent, and reserved powers in the U.S. Constitution.

Clarifications:

Clarification 1: Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship).

Clarification 2: Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution.

Clarification 3: Students will analyze the role of the “general welfare clause” and “necessary and proper clause” in granting Congress implied powers.

Clarification 4: Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws).

Clarification 5: Students will explain how reserved powers define issues as matters for the people or the state governments.

Clarification 6: Students will compare the roles of expressed, implied, concurrent, and reserved powers in United States’ federalism.

Related Access Points

- **SS.912.CG.3.AP.6:** Identify expressed, implied, concurrent and reserved powers in the U.S. Constitution.

- **SS.912.CG.3.7:**

Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.

Clarifications:

Clarification 1: Students will examine the role of the judicial branch in terms of its relationship with the legislative and executive branches of the government.

Clarification 2: Students will describe the role of the Supreme Court and inferior federal courts.

Clarification 3: Students will explain what Articles II and III say about judicial tenure, appointment, and salaries.

Clarification 4: Students will describe the powers delegated to the courts by Article III including, but not limited to, treason, jurisdiction and trial by jury.

Related Access Points

- **SS.912.CG.3.AP.7:** Identify the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.

- **SS.912.CG.3.8:** Describe the purpose and function of judicial review in the American constitutional government.

  Clarifications:

  Clarification 1: Students will examine the role of district courts, the courts of appeals and the Supreme Court in the judicial review process.

  Clarification 2: Students will explain the relationship between the concept of judicial review and the language of the Supremacy Clause in Article VI of the U.S. Constitution.

  Related Access Points
  - **SS.912.CG.3.AP.8:** Recognize the purpose and function of judicial review in the American constitutional government.

- **SS.912.CG.3.9:** Compare the role of state and federal judges with other elected officials.

  Clarifications:

  Clarification 1: Students will compare the ways state and federal judges are appointed compared to other elected officials.

  Clarification 2: Students will distinguish the qualifications needed for a judge at the state or federal level versus other elected officials.

  Clarification 3: Students will compare the decision-making process of judges compared to other political figures.

  Related Access Points
  - **SS.912.CG.3.AP.9:** Compare the role of state and federal judges with other elected officials.

- **SS.912.CG.3.10:** Analyze the levels and responsibilities of state and federal courts.

  Clarifications:

  Clarification 1: Students will describe what Article III of the U.S. Constitution states about the relationship between state and federal courts.

  Clarification 2: Students will recognize the role of the Federal Judiciary Act of 1789 in establishing the structure and jurisdiction of the federal court system.

  Clarification 3: Students will identify the differences between civil trials and criminal trials at the state level.

  Clarification 4: Students will describe the relationship among the Supreme Court, federal appellate courts and federal district courts.

  Related Access Points
  - **SS.912.CG.3.AP.10:** Identify the levels and responsibilities of state and federal courts.

- **SS.912.CG.3.11:** Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.

  Clarifications:

Clarification 1: Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; McCulloch v. Maryland; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; Korematsu v. United States; Mapp v. Ohio; In re Gault; United States v. Nixon; Hazelwood v. Kuhlmeier; District of Columbia v. Heller; Schenck v. United States; Brandenburg v. Ohio; Students for Fair Admissions, Inc. v. President and Fellows of Harvard College).

Clarification 2: Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments.

Clarification 3: Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments.

Related Access Points

- **SS.912.CG.3.AP.11:** Recognize how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.

- **SS.912.CG.3.12:** Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.

  Clarifications:

  Clarification 1: Students will identify examples of the powers reserved and shared among state and the national governments in the American federal system of government.

  Clarification 2: Students will examine the role the Great Compromise had on the eventual establishment of a federal system of fifty equal states.

  Clarification 3: Students will explain specific rights that are granted to the states in the language of the U.S. Constitution and its amendments (e.g., 10th Amendment, defense and extradition).

  Clarification 4: Students will analyze how states have challenged the national government regarding states' rights (e.g., Civil War, the New Deal, No Child Left Behind, Affordable Health Care Act, Civil Rights Movement).

  Related Access Points

  - **SS.912.CG.3.AP.12:** Identify the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.

- **SS.912.CG.3.13:** Explain how issues between Florida, other states and the national government are resolved.

  Clarifications:

  Clarification 1: Students will explain the concept of federalism as it applies to each issue.

  Clarification 2: Students will use historical and issue-based scenarios to demonstrate understanding of how disputes between Florida, other states and the national government are resolved (e.g., water rights arguments between Florida and Georgia, national and state conflict over rights to adjacent waters and seabeds, civil rights).

  Related Access Points

  - **SS.912.CG.3.AP.13:** Identify how issues between Florida, other states and the national government are resolved.

- **SS.912.CG.3.14:** Explain the judicial decision-making process in interpreting law at the state and national levels.

  Clarifications:

  Clarification 1: Students will explain the role of the U.S. Constitution in interpreting law at the state and national levels.

  Clarification 2: Students will explain the process used by judges at the state and national levels when making a decision or writing summary opinions.

  Clarification 3: Students will incorporate language from the U.S. Constitution or court briefs to justify a legal decision when interpreting state or national law.

  Related Access Points
  - **SS.912.CG.3.AP.14:** Identify the judicial decision-making process in interpreting law at the state and national levels.

- **SS.912.CG.3.15:** Explain how citizens are affected by the local, state, and national governments.

  Clarifications:

  Clarification 1: Students will identify local government officials and employees who affect the daily lives of citizens.

  Clarification 2: Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.

  Clarification 3: Students will identify the role of national governmental officials and employees who affect the daily lives of citizens.

  Clarification 4: Students will explain how government at all levels impacts the daily lives of citizens.

  Related Access Points
  - **SS.912.CG.3.AP.15:** Identify how citizens are affected by the local, state and national governments.

- **SS.912.CG.4.1:** Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.

  Clarifications:

  Clarification 1: Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy republic, theocracy).

  Clarification 2: Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism).

  Clarification 3: Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population.

  Related Access Points
  - **SS.912.CG.4.AP.1:** Identify how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.

- **SS.912.CG.4.2:** Explain how the United States uses foreign policy to influence other nations.

  Clarifications:

  Clarification 1: Students will explain how the policies of other nations influence U.S. policy and society.

  Clarification 2: Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency).

  Clarification 3: Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International).

  Clarification 4: Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia).

  Clarification 5: Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria).

  Clarification 6: Students will explain the U.S. response to international conflicts.

  Related Access Points
  - **SS.912.CG.4.AP.2:** Identify how the United States uses foreign policy to influence other nations.
- **SS.912.CG.4.3:** Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.

  Clarifications:
  Clarification 1: Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.

  Related Access Points
  - **SS.912.CG.4.AP.3:** Identify how U.S. foreign policy supports democracy and protects human rights around the world.
- **SS.912.CG.4.4:** Identify indicators of democratization in foreign countries.

  Clarifications:
  Clarification 1: Students will recognize indicators of democratization as a system of free and fair elections, active civic participation, the protection of human rights, and the rule of law.

  Related Access Points
  - **SS.912.CG.4.AP.4:** Identify an indicator of democratization in foreign countries.
- **SS.912.CG.4.5:** Analyze the ways in which the United States and the world responded to the significant events of September 11, 2001.

  Clarifications:

  Clarification 1: Students will recognize terrorism as being politically or ideologically driven acts of violence.

Clarification 2: Students will analyze acts of terrorism that occurred prior to and following the attacks on September 11, 2001 (e.g., Oklahoma City Bombing, Air India Flight 182, 1998 U.S. Embassy Bombings, Camp Speicher Massacre).

Clarification 3: Students will compare global responses to terrorism following the events of September 11, 2001 (e.g., United Nations Security Council Resolution 1368, North Atlantic Treaty Article 5).

Clarification 4: Students will analyze government actions that attempt to balance national security with civil liberties (e.g., General Orders No. 141, Executive Order 9066, USA PATRIOT Act, Homeland Security Act).

Clarification 5: Students will describe the timeline of events on September 11, 2001, including the attacks on the World Trade Center, the Pentagon, and United Airlines Flight 93.

Clarification 6 : Students will explain the ways in which first responders (including, but not limited to, police officers, firefighters, and paramedics) and civilians were involved in the rescue and recovery of victims of the September 11, 2001, attacks.

Clarification 7: Students will analyze how the heroic actions of passengers on United Airlines Flight 93 reflect the principles of liberty and the responsibilities of citizenship.

Clarification 8: Students will explain the ways in which humanitarian, charitable and volunteer aid following the events of September 11, 2001, reflect the principles of civic responsibility, civic virtue and the common good.

Related Access Points

- **SS.912.CG.4.AP.5:** Identify the ways in which the United States and the world responded to the significant events of September 11, 2001.

- **SS.912.HE.1.4:** Explain how the National Socialist German Workers' Party, or Nazi Party, grew into a mass movement and gained and maintained power in Germany through totalitarian means from 1933 to 1945 under the leadership of Adolf Hitler.

  Clarifications:

  Clarification 1: Students will compare Germany's political parties and their system of proportional representation in national elections from 1920 to 1932.

  Clarification 2: Students will explain how the Sturmabteilung (SA), the Schutzstaffel (SS), the Wehrmacht, the Gestapo and Hitler's inner circle helped him gain and maintain power after 1933.

  Clarification 3: Students will explain how the following contributed to Hitler's rise to power: Adolf Hitler's Munich Beer Hall Putsch, Hitler's arrest and trial, Mein Kampf, the Reichstag fire, the Enabling Act, the Concordat of 1933, the Night of the Long Knives (the Rohm Purge), Hindenburg's death and Hitler as Fuhrer.

  Related Access Points

  - **SS.912.HE.1.AP.4:** Explain how the National Socialist German Workers' Party, or Nazi Party, grew into a mass movement and gained and maintained power in Germany through totalitarian means from 1933 to 1945 under the leadership of Adolf Hitler.

- **SS.912.HE.1.5:** Describe how the Nazis utilized various forms of propaganda to indoctrinate the German population.

Clarifications:

Clarification 1: Students will explain how opposing views were eliminated (e.g., book burnings, censorship, state control over the media).

Clarification 2: Students will explain how identification, legal status, economic status and pseudoscience supported propaganda that was used to perpetuate the Nazi ideology of the "Master Race."

Related Access Points

- **SS.912.HE.1.AP.5:** Recognize the Nazis utilized various forms of propaganda to indoctrinate the German population.

- **SS.912.HE.2.2:** Analyze the causes and effects of Kristallnacht and how it became a watershed event in the transition from targeted persecution and anti-Jewish policy to open, public violence against Jews in Nazi-controlled Europe.

  Clarifications:

  Clarification 1: Students will understand the reasons for Herschel Grynszpan's actions at the German embassy in Paris and how the assassination of Ernst vom Rath was a pretext used by the Nazis for Kristallnacht.

  Clarification 2: Students will describe the different types of persecution that were utilized during Kristallnacht, both inside and outside Germany.

  Clarification 3: Students will analyze the effects of Kristallnacht on European and world Jewry using primary sources (e.g., newspapers, images, video, survivor testimony).

  Clarification 4: Students will analyze the effects of Kristallnacht on the international community using primary sources (e.g., newspapers, images, video, survivor testimony).

  Related Access Points

  - **SS.912.HE.2.AP.2:** Identify the causes and effects of Kristallnacht and how it became a watershed event in the transition from targeted persecution and anti-Jewish policy to open, public violence against Jews in Nazi-controlled Europe.

- **SS.912.HE.3.4:** Explain why it is important for current and future generations to learn from the Holocaust.

  Clarifications:

  Clarification 1: Students will explain the significance of learning from Holocaust era primary sources created by Jews who perished and those who survived.

  Clarification 2: Students will explain the significance of listening to the testimony of Holocaust survivors (e.g., live and through organizations that offer pre-recorded digital testimony).

  Clarification 3: Students will describe the contributions of the Jews (e.g., arts, culture, medicine, sciences) to the United States and the world.

  Clarification 4: Students will explain the significance of "Never Again."

  Related Access Points

  - **SS.912.HE.3.AP.4:** Explain why it is important for current and future generations to learn from the Holocaust.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.

- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

- **ELD.K12.ELL.SS.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Course Information

General Notes

Access Courses: Access courses are intended only for students with the most significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations.

Access points in the subject areas of science, art, dance, physical education, theatre, and music provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts, mathematics, social studies and health do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

It is important to note that special attention should also be paid to the “Remarks” and “Clarifications” which provides additional information that aids in teaching the benchmarks with fidelity and clarity.

Mathematics Thinking and Reasoning Standards (MTRs)

The MTR are built on the following premises:

- Florida’s state academic standards for social studies are taught through the lens of the MTRs; the MTRs are embedded throughout every lesson;
- language of the MTRs are expectations for students to use as self-monitoring tools during instruction every day;
- ensures that students are engaged, persevere in tasks, share their thinking, balance conceptual understanding and procedures, assess their solutions and make connections to previous and extended knowledge/learning; and
- standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

English Language Arts (ELA) Expectations (EEs)

- The ELA Expectations are those overarching skills that run through every component of instruction.
- These are skills that students should be using throughout the instruction of Florida’s state academic standards for social studies.

For guidance on the implementation of the EEs, please visit ELA B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS. To access Mathematics Resources please visit B.E.S.T Mathematics Resources (fldoe.org).

English Language Development (ELDs)

- The ELDs are adopted from the World-Class Instruction Design and Assessment Consortium or WIDA.
- The standards represent the social, instructional and academic language that students need to engage with peers, educators and the curriculum in schools.

Teachers are required to provide listening, speaking, reading and writing instruction that allows English Language Learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following
link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

Version Requirements

Required Instruction:

Section 1003.42, Florida Statutes, outlines the topics that must be taught in Florida's public schools as part of required instruction. The Florida Department of Education supports districts in fulfilling these requirements through guidance, resources and tools to ensure students receive instruction that promotes civic responsibility, character development, historical understanding and digital safety.

This course satisfies statutory requirements for required instructional components:

- The Declaration of Independence (2)(a)
- The U.S. Constitution (2)(b)
- Federalist Papers and the structure of government (2)(c)
- Functions of government (local, state, and federal) (2)(e)
- Civic and political participation
- History of the United States (2)(f)
- History of the Holocaust (2)(g)
- African American History (2)(h)
- Civic and character education (2)(t)
- Economics (2)(s)

General Information

Course Number: 7921015

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS US GOVT

Number of Credits: Course may be taken for up to two credits

Course Length: Multiple (M) - Course length can vary

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Graduation Requirement: United States Government

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Social Studies (Elementary Grades 1-6)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Social Studies (Elementary Grades 1-6)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 5-9)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 5-9)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 6-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 6-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Middle Grades Integrated Curriculum (Middle Grades 5-9)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Middle Grades Integrated Curriculum (Middle Grades 5-9)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Political Science (Grades 6-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Political Science (Grades 6-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** History (Grades 6-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** History (Grades 6-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)

- Social Studies (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Social Studies (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 5-9)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 5-9)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 6-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 6-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Middle Grades Integrated Curriculum (Middle Grades 5-9)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Middle Grades Integrated Curriculum (Middle Grades 5-9)
- Political Science (Grades 6-12) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Political Science (Grades 6-12) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- History (Grades 6-12) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- History (Grades 6-12) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Social Studies (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Social Studies (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 5-9)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 5-9)

Access Economics (#7921020)

Version: 2026 - And Beyond (current)

Economics - 2102310

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **SS.912.E.1.1:** Identify the factors of production and why they are necessary for the production of goods and services.

  Related Access Points
  - **SS.912.E.1.AP.1:** Identify examples of factors of production of goods and services.

- **SS.912.E.1.2:** Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.

  Related Access Points
  - **SS.912.E.1.AP.2:** Utilize a production possibilities graph to identify the impact of scarcity, choice and opportunity costs.

- **SS.912.E.1.3:**

  Compare how the various economic systems (i.e., traditional, market, command, mixed) answer the questions: (1) What to produce? (2) How to produce? and (3) For whom to produce?

  Related Access Points
  - **SS.912.E.1.AP.3:** Identify differences in the major characteristics of the market, command, and mixed economic systems and how they answer: (1) What to produce? (2) How to produce? And (3) For whom to produce?

- **SS.912.E.1.4:**

  Define supply, demand, quantity supplied and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.

  Related Access Points
  - **SS.912.E.1.AP.4a:** Identify supply, demand, quantity supplied, and quantity demanded.
  - **SS.912.E.1.AP.4b:** Using a supply and demand graph, identify how the equilibrium price is determined by the interaction between supply and demand.

- **SS.912.E.1.5:** Compare different forms of business organizations.

  Related Access Points
  - **SS.912.E.1.AP.5:** Identify forms of business organizations.

- **SS.912.E.1.6:** Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).

  Related Access Points
  - **SS.912.E.1.AP.6:** Identify differences between the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).

- **SS.912.E.1.7:** Graph and explain how firms determine price and output through marginal cost analysis.

  Related Access Points
  - **SS.912.E.1.AP.7:** Identify factors that determine the price of a good or service to maximize profit.

- **SS.912.E.1.8:** Explain ways firms engage in price and nonprice competition.

  Related Access Points
  - **SS.912.E.1.AP.8:** Identify characteristics of price and non-price competition, such as discounts and rebates, and quality and extra service.

- **SS.912.E.1.9:** Describe how the earnings of workers are determined.

  Related Access Points
  - **SS.912.E.1.AP.9:** Identify factors that determine the earnings of workers.

- **SS.912.E.1.10:**

  Explain the use of fiscal policy (e.g., taxation, spending) to promote price stability, full employment, and economic growth.

  Related Access Points
  - **SS.912.E.1.AP.10:** Identify how the government uses taxation and spending to provide jobs which leads to economic growth.

- **SS.912.E.1.11:**

  Explain how the Federal Reserve uses the tools of monetary policy (e.g., discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.

  Related Access Points
  - **SS.912.E.1.AP.11:** Identify that the Federal Reserve controls interest rates to affect economic growth.

- **SS.912.E.1.12:**

  Examine the four phases of the business cycle (i.e., peak, contraction - unemployment, trough, expansion - inflation).

  Related Access Points
  - **SS.912.E.1.AP.12:** Identify the four phases of the business cycle, such as peak, contraction-unemployment, trough, and expansion-inflation.

- **SS.912.E.1.13:** Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.

  Related Access Points
  - **SS.912.E.1.AP.13:** Describe the basic functions and characteristics of money in the United States.

- **SS.912.E.1.14:** Compare credit, savings, and investment services available to the consumer from financial institutions.

  Related Access Points

- **SS.912.E.1.AP.14:** Compare major differences between credit, savings, and investment services.

- **SS.912.E.1.15:** Describe the risk and return profiles of various investment vehicles and the importance of diversification.

  Related Access Points
  - **SS.912.E.1.AP.15:** Identify the risk and return of a variety of investments and diversification.

- **SS.912.E.1.16:** Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.

  Related Access Points
  - **SS.912.E.1.AP.16:** Create a budget plan that includes wages and expenses, and a plan for purchasing a major item.

- **SS.912.E.2.1:** Identify and explain broad economic goals.

  Related Access Points
  - **SS.912.E.2.AP.1:** Identify broad economic goals.

- **SS.912.E.2.2:** Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.

  Related Access Points
  - **SS.912.E.2.AP.2:** Identify a public policy issue that affects the student's community and potential consequences, such as rezoning for housing and businesses or building new roads.

- **SS.912.E.2.3:** Research contributions of entrepreneurs, inventors, and other key individuals from various demographic backgrounds in the development of the United States.

  Related Access Points
  - **SS.912.E.2.AP.3:** Identify contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.

- **SS.912.E.2.4:** Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.

  Related Access Points
  - **SS.912.E.2.AP.4:** Identify examples of government wage and price controls, such as minimum wage and rent control.

- **SS.912.E.2.5:** Analyze how capital investments may impact productivity and economic growth.

  Related Access Points
  - **SS.912.E.2.AP.5:** Identify how capital investments may impact economic growth.

- **SS.912.E.2.6:** Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.

  Related Access Points
  - **SS.912.E.2.AP.6:** Identify the benefits of natural monopolies and reasons for the government to regulate monopolies.

- **SS.912.E.2.7:** Identify the impact of inflation on society.

  Related Access Points
  - **SS.912.E.2.AP.7:** Identify a common impact of inflation on society.

- **SS.912.E.2.8:** Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).

  Related Access Points
  - **SS.912.E.2.AP.8:** Identify different types of taxes.

- **SS.912.E.2.9:**

  Analyze how changes in federal spending and taxation affect budget deficits and surpluses, and the national debt.

  Related Access Points
  - **SS.912.E.2.AP.9:** Recognize the relationship between federal government spending and taxation on the economy.

- **SS.912.E.2.10:** Describe the organization and functions of the Federal Reserve System.

  Related Access Points
  - **SS.912.E.2.AP.10:** Identify a function of the Federal Reserve System.

- **SS.912.E.2.11:** Assess the economic impact of negative and positive externalities on the local, state, and national environment.

  Related Access Points
  - **SS.912.E.2.AP.11:** Describe economic impacts of negative and positive side effects on the environment.

- **SS.912.E.2.12:** Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.

  Related Access Points
  - **SS.912.E.2.AP.12:** Identify the flow of money in a local economy, and how it affects the individual, household, businesses, banks, government, and international trade.

- **SS.912.E.3.1:** Demonstrate the impact of inflation on world economies.

  Related Access Points
  - **SS.912.E.3.AP.1:** Describe the impact of inflation on world economies.

- **SS.912.E.3.2:** Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.

  Related Access Points
  - **SS.912.E.3.AP.2:** Identify economic advantages a country may have when trading with another country.

- **SS.912.E.3.3:** Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.

  Related Access Points
  - **SS.912.E.3.AP.3:** Describe why countries establish barriers to trade and the effects.

- **SS.912.E.3.4:** Assess the economic impact of negative and positive externalities on the international environment.

  Related Access Points
  - **SS.912.E.3.AP.4:** Compare the positive and negative economic impacts on different countries.

- **SS.912.E.3.5:** Compare the current United States economy with other developed and developing nations.

  Related Access Points
  - **SS.912.E.3.AP.5:** Identify differences in the economies of the United States and another country.

- **SS.912.E.3.6:** Differentiate and draw conclusions about historical economic thought theorized by economists.

  Related Access Points
  - **SS.912.E.3.AP.6:** Differentiate how people and countries make economic decisions about the use of scarce resources in the most efficient way.

- **SS.912.G.2.2:** Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

  Related Access Points
  - **SS.912.G.2.AP.2:** Recognize the factors and processes that contribute to the differences between developing and developed regions of the world.

- **SS.912.G.3.3:** Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.

  Related Access Points
  - **SS.912.G.3.AP.3:** Use geographic terms and tools to identify different opinions on the use of renewable and non-renewable resources in Florida, the United States, and the world.

- **SS.912.G.4.4:** Use geographic terms and tools to analyze case studies of issues in globalization.

  Related Access Points
  - **SS.912.G.4.AP.4:** Utilize geographic terms and tools to identify issues in globalization, such as outsourcing and unfair treatment of certain population groups.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:

  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.

- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:

  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

- **ELD.K12.ELL.SS.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Course Information

General Notes

Access Courses: Access courses are intended only for students with the most significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations.

Access points in the subject areas of science, art, dance, physical education, theatre, and music provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts, mathematics, social studies and health do not contain these tiers, but contain Essential

Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

It is important to note that special attention should also be paid to the “Remarks” and “Clarifications” which provides additional information that aids in teaching the benchmarks with fidelity and clarity.

Mathematics Thinking and Reasoning Standards (MTRs)

The MTR are built on the following premises:

- Florida’s state academic standards for social studies are taught through the lens of the MTRs; the MTRs are embedded throughout every lesson;
- language of the MTRs are expectations for students to use as self-monitoring tools during instruction every day;
- ensures that students are engaged, persevere in tasks, share their thinking, balance conceptual understanding and procedures, assess their solutions and make connections to previous and extended knowledge/learning; and
- standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

English Language Arts (ELA) Expectations (EEs)

- The ELA Expectations are those overarching skills that run through every component of instruction.
- These are skills that students should be using throughout the instruction of Florida’s state academic standards for social studies.

For guidance on the implementation of the EEs, please visit ELA B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS. To access Mathematics Resources please visit B.E.S.T Mathematics Resources (fldoe.org).

English Language Development (ELDs)

- The ELDs are adopted from the World-Class Instruction Design and Assessment Consortium or WIDA.
- The standards represent the social, instructional and academic language that students need to engage with peers, educators and the curriculum in schools.

Teachers are required to provide listening, speaking, reading and writing instruction that allows English Language Learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following
link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

Version Requirements

Required Instruction:

Section 1003.42, Florida Statutes, outlines the topics that must be taught in Florida's public schools as part of required instruction. The Florida Department of Education supports districts in fulfilling these requirements through guidance, resources and tools to ensure students receive instruction that promotes civic responsibility, character development, historical understanding and digital safety.

This course satisfies statutory requirements for required instructional components:

- Economics: The nature and importance of free enterprise to the United States economy. (2)(s)

The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems.

General Information

Course Number: 7921020

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS ECONOMICS

Number of Credits: Multiple Credit (more than 1 credit)

Course Length: Multiple (M) - Course length can vary

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Graduation Requirement: Economics

Educator Certifications

- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)

- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Social Studies (Elementary Grades 1-6)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Social Studies (Elementary Grades 1-6)
- Social Studies (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Social Studies (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Social Studies (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Social Studies (Elementary Grades 1-6)
- Social Studies (Elementary Grades 1-6) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Social Studies (Elementary Grades 1-6) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Social Studies (Elementary Grades 1-6) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)

- Social Studies (Elementary Grades 1-6) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 5-9)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 5-9)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 5-9)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 5-9)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 5-9)

Access Personal Finance and Money Management (#7921023)

Version: 2026 - And Beyond (current)

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **SS.912.CG.4.1:** Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.

  Clarifications:

  Clarification 1: Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy republic, theocracy).

  Clarification 2: Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism).

  Clarification 3: Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population.

  Related Access Points
  - **SS.912.CG.4.AP.1:** Identify how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.

- **SS.912.E.1.1:** Identify the factors of production and why they are necessary for the production of goods and services.

  Related Access Points
  - **SS.912.E.1.AP.1:** Identify examples of factors of production of goods and services.

- **SS.912.FL.1.1:** Evaluate and reflect on how values affect personal financial decision-making.

  Clarifications:

  Clarification 1: Instruction includes how values may vary from person to person.

  Clarification 2: Instruction includes how societal values impact personal financial decisions.

  Related Access Points
  - **SS.912.FL.1.AP.1:** Recognize how the value of savings versus spending affects personal financial decision-making.

- **SS.912.FL.1.2:** Understand how cognitive biases affect personal financial decision-making.

  Clarifications:
  Clarification 1: Instruction includes biases such as loss aversion, the endowment effect, herd mentality, anchoring, and present bias.

  Related Access Points
  - **SS.912.FL.1.AP.2:** Identify how cognitive biases affect personal financial decision-making.

- **SS.912.FL.2.1:** Describe how people choose jobs or careers for which they are qualified based on potential income as well as non-income factors, such as job satisfaction, independence, risk, family, or location.

  Clarifications:

  Clarification 1: Instruction includes the identification of non-income factors and the importance of these factors as compared to potential income.

  Clarification 2: Instruction includes the ways that an individual can earn income: full-time employee, part-time employee, self-employment, investment, or passive income.

  Related Access Points
  - **SS.912.FL.2.AP.1:** Identify how people choose jobs or careers based on income and non-income factors.

- **SS.912.FL.2.3:** Analyze the ways that people can make more informed education, job, or career decisions by evaluating the benefits and costs of different choices.

  Clarifications:

  Clarification 1: Instruction includes comparing the benefits, costs, and the return on investment of a college education to those of a technical school.

  Clarification 2: Instruction includes comparing the unemployment rates of workers with different levels of education.

  Clarification 3: Instruction includes various career pathways including those that do not require college attendance.

  Related Access Points
  - **SS.912.FL.2.AP.3:** Identify the benefits and costs of informed education, job, or career decisions.

- **SS.912.FL.2.6:** Explain that taxes are paid to federal, state, and local governments to fund government goods and services as well as transfer payments from government to individuals.

  Clarifications:

  Clarification 1: Instruction includes the identification of the governmental agency that receives tax revenue for a specific tax.

  Clarification 2: Instruction includes the identification of the use of specific tax revenues.

  Clarification 3: Instruction includes the major types of taxes: income, payroll, property, and sales tax.

  Related Access Points
  - **SS.912.FL.2.AP.6:** Identify that taxes are paid to federal, state, and local governments to fund goods and services.

- **SS.912.FL.2.7:** Explain how interest, dividends, and capital gains are forms of income earned from financial investments.

  Clarifications:
  Clarification 1: Instruction includes understanding the differences between interest, dividends, and capital gains.

Related Access Points

- **SS.912.FL.2.AP.7:** Identify interest, dividends, and capital gains as forms of income from financial investments.

- **SS.912.FL.2.8:** Evaluate how the sources of income, amount of income, as well as the amount and type of spending affect the types and amounts of taxes paid.

  Clarifications:

  Clarification 1: Instruction includes tax rates on earned income, interest, and capital gains.

  Clarification 2: Instruction includes how federal tax brackets illustrate a progressive tax and a sales tax is viewed as a regressive tax as well as the differences between each type of tax.

  Clarification 3: Instruction includes types of goods that are subject to sales taxes and those that are exempt.

  Related Access Points

  - **SS.912.FL.2.AP.8:** Identify that sources of income, amount of income, and type of spending affect the types and amounts of taxes paid.

- **SS.912.FL.2.9:** Describe why some people choose to become entrepreneurs as a career choice.

  Clarifications:

  Clarification 1: Instruction includes evaluating the benefits and costs of entrepreneurship.

  Clarification 2: Instruction includes identifying the roles and characteristics of an entrepreneur and understanding that taking on risk is an implicit part of being an entrepreneur.

  Clarification 3: Instruction includes understanding how owning a small business can be a person's primary career or can supplement income from other sources.

  Clarification 4: Instruction includes the tax implications of being an entrepreneur such as the self-employment tax.

  Related Access Points

  - **SS.912.FL.2.AP.9:** Identify the reasons some people choose to become entrepreneurs as a career choice.

- **SS.912.FL.2.10:** Evaluate the benefits and costs of "gig" employment.

  Clarifications:
  Clarification 1: Instruction includes understanding the motivating factors for being self-employed or working as an independent contractor in the "gig" economy.

  Related Access Points

  - **SS.912.FL.2.AP.10:** Identify the benefits and costs of self-employment or "gig" employment.

- **SS.912.FL.2.11:** Describe how Social Security is funded and the benefit it provides to retirees.

  Related Access Points

- **SS.912.FL.2.AP.11:** Identify how Social Security is funded and that it provides benefits to retirees.

- **SS.912.FL.2.12:** Identify and complete appropriate tax forms to calculate the amount of federal income tax owed.

  Clarifications:

  Clarification 1: Instruction includes the identification of various payroll taxes and withholdings (e.g., Social Security, Medicare, federal withholding, etc.).

  Clarification 2: Instruction includes formally (using tax tables) and informally (estimating) calculating taxes.

  Clarification 3: Instruction includes understanding why calculating one's taxes may differ from the government's calculations.

  Related Access Points
  - **SS.912.FL.2.AP.12:** Identify the appropriate tax form to calculate the amount of taxes owed.

- **SS.912.FL.2.13:** Describe the types and sources of taxes at the local level.

  Clarifications:

  Clarification 1: Instruction includes understanding that states, counties, and municipalities may have different tax rates and taxes.

  Clarification 2: Instruction includes understanding that local taxes are dedicated to a particular use, such as schools or local infrastructure projects.

  Related Access Points
  - **SS.912.FL.2.AP.13:** Identify the types of taxes at the local level.

- **SS.912.FL.3.1:** Analyze the factors that influence a consumer's decision-making process (e.g., the price of a good or service, the price of alternatives, income level, personal preferences, advertisements, and reviews.)

  Clarifications:
  Clarification 1: Instruction includes the comparison of consumer decisions to purchase a similar item.

  Related Access Points
  - **SS.912.FL.3.AP.1:** Identify factors that influence a consumer's decision-making process.

- **SS.912.FL.3.4:** Describe ways that consumers may be influenced by how the price of a good is expressed.

  Clarifications:
  Clarification 1: Instruction includes understanding the different ways retailers express the prices of their products.

  Related Access Points
  - **SS.912.FL.3.AP.4:** Recognize how consumers may be influenced by how retailers express the prices of their products.

- **SS.912.FL.3.6:** Explain that people may choose to donate money to charitable organizations and other not-for-profit organizations because they gain satisfaction from donating.

Related Access Points

- **SS.912.FL.3.AP.6:** Discuss that people may choose to donate money to charitable organizations and not-for-profit organizations because they gain satisfaction from donating.

- **SS.912.FL.3.8:** Evaluate how different forms of payment can result in costs or fees.

  Clarifications:

  Clarification 1: Instruction includes understanding various forms of payments and associated costs: cash, checks, debit cards, credit cards, mobile payments, prepaid cards, buy now pay later, layaways, and rent to own.

  Clarification 2: Instruction includes understanding that while the seller of a good being purchased may not explicitly charge the consumer, the consumer may bear a portion of the fees by paying a higher price.

  Related Access Points

  - **SS.912.FL.3.AP.8:** Recognize that different forms of payment can result in additional costs or fees.

- **SS.912.FL.3.9:** Develop a budget based on a given income and expenses for long-term and short-term financial goals.

  Clarifications:

  Clarification 1: Instruction includes developing budgets with fixed and variable expenses, unexpected expenses (including emergency funds) and savings.

  Clarification 2: Instruction includes understanding that budgets can be developed using paper, digital spreadsheets, websites, mobile phone applications, or using other financial applications.

  Related Access Points

  - **SS.912.FL.3.AP.9a:** Use a budget template with a sample income and sample expenses for long-term and short-term financial goals.
  - **SS.912.FL.3.AP.9b:** Identify the purpose and function of a checking account and demonstrate the ability to maintain accurate financial records by balancing a checkbook, including recording deposits, withdrawals and reconciling transactions with a budget.

- **SS.912.FL.3.10:**

  Understand that when individuals or business owners buy or sell goods or services, they may enter into contracts.

  Clarifications:

  Clarification 1: Instruction includes common contracts such as cell phone plans, leases of apartments or homes, car leases, car purchases, and mortgages.

  Clarification 2: Instruction emphasizes that contracts are legally binding and breaking a contract may have consequences.

  Related Access Points

  - **SS.912.FL.3.AP.10:** Recognize that when individuals or business owners buy or sell goods or services, they may enter into contracts.

- **SS.912.FL.3.11:** Evaluate and interpret terms and conditions within a contract.

  Clarifications:

  Clarification 1: Instruction includes understanding terms and conditions may include, but are not limited to, duration, termination, payment terms, dispute resolution, privacy and sharing of personal information.

  Clarification 2: Instruction emphasizes that users may be entering into a contract when agreeing to terms and conditions on webpages or applications.

  Related Access Points
  - **SS.912.FL.3.AP.11:** Recognize the impact of terms and conditions within a contract.
- **SS.912.FL.3.12:** Understand the process of identifying and contesting an incorrect billing statement.

  Clarifications:
  Clarification 1: Instruction includes identifying consumer-advocacy agencies (e.g., Consumer Financial Protection Bureau (CFPB), Better Business Bureau (BBB), Chamber of Commerce, Florida Department of Agriculture and Consumer Services, and Federal Trade Commission (FTC)).

  Related Access Points
  - **SS.912.FL.3.AP.12:** Recognize the process of identifying an incorrect billing statement and how to request assistance to correct the error.
- **SS.912.FL.4.1:** Describe the different types of accounts and financial products offered through banking institutions.

  Clarifications:

  Clarification 1: Instruction includes the functions of each account (checking, savings, money markets, and certificates of deposit (CDs)), and the advantages and disadvantages of each.

  Clarification 2: Instruction includes credit unions, commercial banks, traditional banks, and online banks.

  Related Access Points
  - **SS.912.FL.4.AP.1:** Identify different types of accounts and financial products offered through banking institutions.
- **SS.912.FL.4.2:** Compare and contrast the characteristics of the various accounts and services offered by depository institutions.

  Clarifications:

  Clarification 1: Instruction includes online banking, minimum balance requirements, monthly fees, overdraft penalties, and interest rates.

  Clarification 2: Instruction includes understanding the process for opening and managing a bank account.

  Clarification 3: Instruction includes understanding the different components of an account, such as the routing number and the account number.

  Related Access Points

- **SS.912.FL.4.AP.2:** Identify various types of bank accounts, the process for opening and managing an account and the services provided by different financial institutions.

- **SS.912.FL.4.3:** Explain how people should regularly track and manage funds in their account to ensure enough funds are available in those accounts to cover any outstanding transactions or future automated withdrawals.

  Clarifications:
  Clarification 1: Instruction includes understanding that account holders should regularly check the deposits and withdrawals to the accounts to ensure that these transactions were authorized by the account holder, in addition to checking for any fees charged and whether appropriate interest was credited to the account.

  Related Access Points
  - **SS.912.FL.4.AP.3:** Recognize the need to ensure enough funds are available in an account to cover any outstanding transactions or future automated withdrawals.

- **SS.912.FL.4.4:** Analyze the impact of spending versus saving.

  Clarifications:
  Clarification 1: Instruction includes the benefits and drawbacks of saving and spending in various situations.

  Related Access Points
  - **SS.912.FL.4.AP.4:** Compare the impact of spending versus saving.

- **SS.912.FL.4.8:** Explain ways that government agencies supervise and regulate financial institutions to help protect the safety, soundness, and legal compliance of the United States banking and financial system.

  Clarifications:

  Clarification 1: Instruction includes understanding the role that government agencies charged with regulating financial institutions play in helping to protect the safety, soundness, and legal compliance of the nation’s banking system.

  Clarification 2: Instruction includes the purpose and function of the following agencies: Federal Reserve, Office of the Comptroller of the Currency, Consumer Financial Protection Bureau (CFPB), Federal Deposit Insurance Corporation (FDIC), National Credit Union Administration (NCUA), and state banking departments.

  Related Access Points
  - **SS.912.FL.4.AP.8:** Recognize the role of government agencies as they relate to financial institutions.

- **SS.912.FL.5.1:** Analyze the ways that consumers can compare the cost of credit by using the annual percentage rate (APR), initial fees charged, and fees charged for late payment or missed payments.

  Clarifications:
  Clarification 1: Instruction includes the use of APR, initial fees, late fees, nonpayment fees, and other relevant information to compare the cost of credit from various sources for the purchase of a product.

  Related Access Points
  - **SS.912.FL.5.AP.1:** Identify annual percentage rate (APR), initial fees charged, and/or fees charged for late payment or missed payments can change the cost of credit.

- **SS.912.FL.5.2:** Explain why banks and financial institutions sometimes compete by offering credit at low introductory rates.

  Clarifications:

  Clarification 1: Instruction includes the motivating factors for a bank offering low-rate introductory credit offers.

  Clarification 2: Instruction includes understanding the possible negative impacts of low-rate introductory credit offers on consumers.

  Related Access Points
  - **SS.912.FL.5.AP.2:** Identify that banks and financial institutions compete by offering credit at low introductory rates.

- **SS.912.FL.5.3:** Explain that loans can be unsecured or secured with collateral.

  Clarifications:

  Clarification 1: Instruction includes explaining why secured loans are viewed as having less risk and why lenders charge a lower interest rate than they charge for unsecured loans.

  Clarification 2: Instruction includes understanding unsecured versus secured credit cards.

  Related Access Points
  - **SS.912.FL.5.AP.3:** Identify the difference between secured and unsecured loans and recognize the role of collateral in secured loans.

- **SS.912.FL.5.4:** Describe the factors that influence the cost of borrowing from the perspective of the buyer and the seller, such as down payments and interest rates.

  Clarifications:

  Clarification 1: Instruction includes how a down payment reduces the total amount financed and why this reduces the monthly payment and/or the length of the loan.

  Clarification 2: Instruction includes understanding why a borrower who has made a down payment has an incentive to repay a loan or make payments on time.

  Clarification 3: Instruction includes discussing why people make a down payment and why lenders may consider loans made with a down payment to have less risk.

  Related Access Points
  - **SS.912.FL.5.AP.4:** Classify the factors that influence the cost of borrowing as either the buyer or the seller.

- **SS.912.FL.5.5:** Explain that lenders make credit decisions based in part on consumer payment history.

  Clarifications:
  Clarification 1: Instruction includes understanding that credit bureaus record borrowers' credit and payment histories, and provide that information to lenders in credit reports.

  Related Access Points
  - **SS.912.FL.5.AP.5:** Identify that lenders make credit decisions based in part on consumer payment history.

- **SS.912.FL.5.6:** Demonstrate an understanding of completing a loan application.

Clarifications:

Clarification 1: Instruction includes the different aspects of a loan application, which include its basic requirements, limits, and credit check.

Clarification 2: Instruction includes understanding the typical choices made on a car loan such as amount of down payment, interest rate, term of loan, and monthly payment.

Related Access Points

- **SS.912.FL.5.AP.6:** Identify the parts of a loan application.

- **SS.912.FL.5.7:** Discuss that lenders can pay to receive a borrower's credit score from a credit bureau.

  Clarifications:
  Clarification 1: Instruction includes understanding a credit score and what it indicates about a borrower.

  Related Access Points

  - **SS.912.FL.5.AP.7:** Identify how a credit score and the use of credit can impact the borrower's ability to obtain credit.

- **SS.912.FL.5.8:** Analyze the costs and benefits associated with credit cards.

  Clarifications:

  Clarification 1: Instruction includes understanding that while credit cards are useful for making purchases, interest rates on credit card loans are generally higher than other types of loans and may also have additional fees.

  Clarification 2: Instruction includes understanding that credit card interest rates are higher for people considered to have a higher risk of nonpayment as determined by their credit scores.

  Related Access Points

  - **SS.912.FL.5.AP.8:** Compare the costs and benefits associated with credit cards.

- **SS.912.FL.5.9:** Describe that, in addition to assessing a person's credit risk, credit reports and scores may be requested and used by employers in hiring decisions, property owners in deciding whether to rent apartments, and insurance companies in charging premiums.

  Related Access Points

  - **SS.912.FL.5.AP.9:** Identify the advantages and disadvantages that credit scores can have on hiring decisions, property rentals, and insurance premiums.

- **SS.912.FL.5.10:** Examine the fact that failure to repay a loan has significant consequences for borrowers such as negative entries on their credit report, repossession of property (collateral), garnishment of wages, and the inability to obtain loans in the future.

  Related Access Points

  - **SS.912.FL.5.AP.10:** Discuss potential consequences for a borrower failing to repay a loan.

- **SS.912.FL.5.11:** Explain that consumers who have difficulty repaying debt can seek assistance through credit counseling services and by negotiating directly with creditors.

  Clarifications:
  Clarification 1: Instruction includes identifying the costs and benefits associated with using different credit counseling services.

Related Access Points

- **SS.912.FL.5.AP.11:** Discuss that consumers have options if having difficulty repaying debt.

- **SS.912.FL.5.12:** Explain how bankruptcy may be an option for consumers who are unable to repay debt.

  Clarifications:
  Clarification 1: Instruction includes understanding the impact of filing for bankruptcy on an individual's credit report.

  Related Access Points

  - **SS.912.FL.5.AP.12:** Recognize that bankruptcy may be an option for consumers who are unable to repay debt.

- **SS.912.FL.5.13:** Explain that people often apply for a mortgage to purchase a home.

  Clarifications:
  Clarification 1: Instruction includes understanding factors related to mortgage lending: down payment, fixed vs. variable rates, and insurance requirements.

  Related Access Points

  - **SS.912.FL.5.AP.13:** Recognize why people apply for a mortgage to purchase a home.

- **SS.912.FL.5.14:** Discuss that consumers who use credit should be aware of laws that are in place to protect them.

  Clarifications:
  Clarification 1: Instruction includes understanding lending laws: provision of full disclosure of credit terms, discriminatory lending practices, abusive marketing practices, and debt collection.

  Related Access Points

  - **SS.912.FL.5.AP.14:** Recognize that consumers who use credit should be aware of laws that are in place to protect them.

- **SS.912.FL.5.15:** Explain that consumers are entitled to a free copy of their credit report annually.

  Clarifications:

  Clarification 1: Instruction includes understanding why it is important to check the accuracy of the information recorded on a credit report and knowing what steps to take to correct errors on credit reports.

  Clarification 2: Instruction includes understanding that credit report errors may increase the cost of credit.

  Related Access Points

  - **SS.912.FL.5.AP.15:** Recognize that consumers are entitled to a free copy of their credit report annually.

- **SS.912.FL.5.16:** Analyze how postsecondary education can be financed through a combination of scholarships, grants, and other financial aid (e.g., Bright Futures, work-study, student loans, and savings).

  Clarifications:

Clarification 1: Instruction includes understanding the process and importance of completing the Free Application for Federal Student Aid (FAFSA).

Clarification 2: Instruction includes identifying scholarships and grants for which an individual student may be eligible.

Related Access Points

- **SS.912.FL.5.AP.16:** Identify different options to finance postsecondary education.

- **SS.912.FL.5.17:** Compare different types of student loans and understand how to complete a student loan application.

  Clarifications:

  Clarification 1: Instruction includes understanding Parent Loan for Undergraduate Students (PLUS) loans, private student loans, direct subsidized loans, and direct unsubsidized loans.

  Clarification 2: Instruction includes understanding the long-term costs of student loans such as accrued interest during periods of deferment or forbearance.

  Related Access Points

  - **SS.912.FL.5.AP.17:** Compare different types of student loans and understand there is an application.

- **SS.912.FL.6.1:** Explain the purpose of the following investments: stocks, bonds, mutual funds, index funds, and Exchange-Traded Funds (ETFs); real estate; money markets and annuities; and others (e.g., commodities).

  Clarifications:

  Clarification 1: Instruction includes understanding that each investment has its own risk, and the consumer must decide whether the risk is worth the reward by examining available data.

  Clarification 2: Instruction includes discussing tax implications of each type of investment.

  Related Access Points

  - **SS.912.FL.6.AP.1:** Recognize the purpose of the following investments: stocks, bonds, real estate, and others.

- **SS.912.FL.6.3:** Explain how the expenses of buying, selling, and holding financial assets decrease the rate of return from an investment.

  Clarifications:
  Clarification 1: Instruction includes discussing costs and fees associated with different types of investments. These costs and fees may include, but are not limited to, management fees, commissions, and annual expense ratios.

  Related Access Points

  - **SS.912.FL.6.AP.3:** Recognize that there are expenses for buying, selling, and holding financial assets.

- **SS.912.FL.6.5:** Discuss the trade-off between risk and return in comparing financial investments.

  Clarifications:
  Clarification 1: Instruction includes understanding that an investment with greater risk than another investment may have a lower market price, and therefore a higher rate of return, than the other investment.

Related Access Points

- **SS.912.FL.6.AP.5:** Identify the difference between risk and return in financial investments.

- **SS.912.FL.6.7:** Describe how diversifying investments in different types of financial assets can lower investment risk.

  Clarifications:
  Clarification 1: Instruction includes understanding why a financial advisor might encourage a client to include stocks, bonds, and real estate assets in his or her portfolio.

- **SS.912.FL.6.10:** Explain that people vary in their willingness to take risks because the willingness to take risks depends on factors such as personality, income, time horizon, and family situation.

  Clarifications:
  Clarification 1: Instruction includes understanding how the portfolio of a retiree might differ from that of a young, single person.

  Related Access Points

  - **SS.912.FL.6.AP.10:** Identify different factors to taking financial risks.

- **SS.912.FL.6.11:** Describe why an economic role for a government may exist if individuals do not have complete information about the nature of alternative investments or access to competitive financial markets.

  Clarifications:
  Clarification 1: Instruction includes understanding why it is important for individuals to have accurate information about a company's sales and profits when investing in that company.

- **SS.912.FL.6.12:** Compare the Securities and Exchange Commission (SEC), the Federal Reserve, and other government agencies that regulate financial markets.

  Related Access Points

  - **SS.912.FL.6.AP.12:** Identify the Securities and Exchange Commission (SEC), the Federal Reserve, and other government agencies that regulate financial markets.

- **SS.912.FL.6.13:** Describe the purpose of the following accounts that hold investments: various retirement accounts (e.g., 401(k), 403(b), Traditional IRA, Roth IRA), education accounts (e.g., 529 savings plan, Coverdell Education Savings Account (ESA)), and taxable investment brokerage accounts.

  Clarifications:

  Clarification 1: Instruction includes understanding that each account that holds an investment has its own risk, and the consumer must decide whether the risk is worth the reward.

  Clarification 2: Instruction includes analyzing the advantages and disadvantages of each account that holds an investment.

  Clarification 3: Instruction includes understanding various investment applications (mobile applications) that may be used to hold investment accounts.

  Related Access Points

  - **SS.912.FL.6.AP.13:** Identify the purpose of taxable investment brokerage accounts.

- **SS.912.FL.6.14:** Evaluate the motives for using a digital currency.

  Clarifications:

Clarification 1: Instruction includes understanding the dollar price of a digital currency can be very volatile as it depends on the digital currency's supply and demand.

Clarification 2: Instruction includes understanding that a digital currency is a digital asset secured by cryptography and recorded on a block chain that may be used to send or receive payments on the internet.

Clarification 3: Instruction includes understanding reasons for the use of digital currency: financial privacy concerns, international payments, the ability to execute smart contracts, and speculation.

Related Access Points

- **SS.912.FL.6.AP.14:** Identify advantages and disadvantages of using a digital currency.

- **SS.912.FL.7.1:** Describe how individuals vary with respect to their willingness to accept risk and why most people are willing to pay a small cost now if it means they can avoid a possible larger loss later.

  Clarifications:

  Clarification 1: Instruction includes understanding self-insurance and the practice of having an emergency fund.

  Clarification 2: Instruction includes understanding the potential effects on premium costs if in an emergency fund.

  Related Access Points

  - **SS.912.FL.7.AP.1:** Identify why most people are willing to pay a small cost now if it means they can avoid a possible larger loss later.

- **SS.912.FL.7.2:** Understand that insurance companies charge premiums to create a pool of money from which the company uses to pay for losses incurred by policyholders.

  Clarifications:
  Clarification 1: Instruction includes understanding that insurance companies allow the risk of loss to be spread amongst all policyholders.

  Related Access Points

  - **SS.912.FL.7.AP.2:** Recognize that insurance companies charge premiums to create a pool of money from which the company uses to pay for losses incurred by policyholders.

- **SS.912.FL.7.4:** Describe why people choose different amounts of insurance coverage based on their willingness to accept risk, as well as their occupation, lifestyle, age, financial profile, and the price of insurance.

  Related Access Points

  - **SS.912.FL.7.AP.4:** Identify different factors that influence a person's choice of insurance coverage.

- **SS.912.FL.7.5:** Explain how governments and contractual obligations can influence the decisions and responsibilities of individuals to obtain different forms of insurance.

  Clarifications:
  Clarification 1: Instruction includes understanding why homeowners' insurance is required by a lender when a homeowner takes out a mortgage.

  Related Access Points

- **SS.912.FL.7.AP.5:** Identify how laws and loan requirements influence individual decisions and responsibilities related to obtaining various forms of insurance.

- **SS.912.FL.7.6:** Describe how an insurance contract can increase the probability or size of a potential loss.

  Clarifications:

  Clarification 1: Instruction includes understanding that having insurance may result in the policyholder taking more risks.

  Clarification 2: Instruction includes understanding that deductibles and copayments are cost-sharing features that encourage the policyholder to take steps to reduce the potential size of an insurance claim.

  Related Access Points
  - **SS.912.FL.7.AP.6:** Identify how the amount of an insurance deductible affects monthly premiums and out-of-pocket costs in the event of a claim.

- **SS.912.FL.7.7:** Explain that people can lower insurance premiums by behaving in ways that show they pose a lower risk.

  Clarifications:
  Clarification 1: Instruction includes factors that potentially lower insurance rates such as taking a safe-driving course to lower auto insurance cost or lower health insurance premiums for non-smokers.

  Related Access Points
  - **SS.912.FL.7.AP.7:** Identify behaviors that can lower insurance premiums.

- **SS.912.FL.7.8:** Identify the purposes of various types of insurance.

  Clarifications:

  Clarification 1: Instruction includes understanding multiple types of insurance: health, disability, long-term care, travel, auto, renter, life, homeowner, and property and casualty.

  Clarification 2: Instruction includes comparing the coverage and costs of hypothetical plans for a set of scenarios utilizing various types of insurance.

  Related Access Points
  - **SS.912.FL.7.AP.8:** Identify the purposes of various types of insurance.

- **SS.912.FL.7.9:** Explain how government programs provide a social safety net that protects an individual from an economic hardship created by unexpected events.

  Clarifications:
  Clarification 1: Instruction includes understanding that workers' compensation is a government-mandated program that provides benefits to workers that become injured or ill on a job or because of the job.

  Related Access Points
  - **SS.912.FL.7.AP.9:** Identify government programs that provide a social safety net from economic hardship.

- **SS.912.FL.7.10:** Identify how responsible use of personal information can prevent identity theft.

  Clarifications:

Clarification 1: Instruction includes describing problems that can occur when an individual is a victim of identity theft.

Clarification 2: Instruction includes giving specific examples of how online transactions, online banking, email frauds, and telemarketing calls can make consumers vulnerable to identity theft.

Clarification 3: Instruction includes describing the conditions under which individuals should and should not disclose their Social Security number, account numbers, or other sensitive personal information.

Related Access Points

- **SS.912.FL.7.AP.10:** Identify methods to prevent identity theft.

- **SS.912.FL.7.11:** Compare federal and state regulations that provide some remedies, and assistance for victims of identity theft.

  Clarifications:
  Clarification 1: Instruction includes recommending actions a victim of identity theft should take to limit losses and restore personal security.

  Related Access Points

  - **SS.912.FL.7.AP.11:** Identify federal and state regulations that provide some remedies and assistance for victims of identity theft.

- **SS.912.FL.7.12:** Identify the implications of social networking sites and other online activity on an individual's digital footprint.

  Clarifications:
  Clarification 1: Instruction includes understanding that employers may check a prospective employee's digital footprint as part of the hiring process.

  Related Access Points

  - **SS.912.FL.7.AP.12:** Identify how social networking sites can affect a person's digital footprint.

- **SS.912.FL.7.14:** Explain the implications of receiving an inheritance.

  Clarifications:

  Clarification 1: Instruction includes understanding that an inheritance is money or assets a person has been bequeathed when someone passes.

  Clarification 2: Instruction includes creating a detailed plan for an inheritance.

  Clarification 3: Instruction includes understanding the impact to one's taxes from receiving an inheritance.

  Related Access Points

  - **SS.912.FL.7.AP.14:** Identify the implications of receiving an inheritance.

- **MA.912.FL.3.1:** Compare simple, compound and continuously compounded interest over time.

  Clarifications:
  Clarification 1: Instruction includes taking into consideration the annual percentage rate (APR) when comparing simple and compound interest.

Related Access Points

- **MA.912.FL.3.AP.1:** Compare simple and compound interest over time.

- **MA.912.FL.3.2:**

  Solve real-world problems involving simple, compound and continuously compounded interest.

  Clarifications:

  Clarification 1: Within the Algebra 1 course, interest is limited to simple and compound.

  Related Access Points

  - **MA.912.FL.3.AP.2:** Solve real-world problems involving simple and compound interest.

- **MA.912.FL.3.5:** Compare the advantages and disadvantages of using cash versus personal financing options.

  Clarifications:
  Clarification 1: Instruction includes advantages and disadvantages for a business and for an individual.

  Clarification 2: Personal financing options include debit cards, credit cards, installment plans and loans.

  Related Access Points

  - **MA.912.FL.3.AP.5:** Select the advantages and disadvantages of using cash versus credit.

- **MA.912.FL.3.11:** Given a real-world scenario, establish a plan to pay off debt.

  Clarifications:
  Clarification 1: Instruction includes the comparison of different plans to pay off the debt.

  Clarification 2: Instruction includes pay off plans for a business and for an individual.

  Related Access Points

  - **MA.912.FL.3.AP.11:** Given several payment plans, with the monthly payment calculated, select the plan that will reduce the debt the quickest.

- **MA.912.FL.4.6:** Simulate the purchase of a stock portfolio with a set amount of money, and evaluate its worth over time considering gains, losses and selling, taking into account any associated fees.

  Related Access Points

  - **MA.912.FL.4.AP.6:** Simulate the buying and selling of a single stock and identify its worth over time.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.

- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:

  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.

- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, “Does this solution make sense? How do you know?”
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students’ ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.MA.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

- **ELD.K12.ELL.SS.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Course Information

General Notes

Access Courses: Access courses are intended only for students with the most significant cognitive disability. Access courses are designed to provide students with access to the general

curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations.

Access points in the subject areas of science, art, dance, physical education, theatre, and music provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts, mathematics, social studies and health do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

It is important to note that special attention should also be paid to the “Remarks” and “Clarifications” which provides additional information that aids in teaching the benchmarks with fidelity and clarity.

Mathematics Thinking and Reasoning Standards (MTRs)

The MTR are built on the following premises:

- Florida’s state academic standards for social studies are taught through the lens of the MTRs; the MTRs are embedded throughout every lesson;
- language of the MTRs are expectations for students to use as self-monitoring tools during instruction every day;
- ensures that students are engaged, persevere in tasks, share their thinking, balance conceptual understanding and procedures, assess their solutions and make connections to previous and extended knowledge/learning; and
- standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

English Language Arts (ELA) Expectations (EEs)

- The ELA Expectations are those overarching skills that run through every component of instruction.
- These are skills that students should be using throughout the instruction of Florida’s state academic standards for social studies.

For guidance on the implementation of the EEs, please visit ELA B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS. To access Mathematics Resources please visit B.E.S.T Mathematics Resources (fldoe.org).

English Language Development (ELDs)

- The ELDs are adopted from the World-Class Instruction Design and Assessment Consortium or WIDA.
- The standards represent the social, instructional and academic language that students need to engage with peers, educators and the curriculum in schools.

Teachers are required to provide listening, speaking, reading and writing instruction that allows English Language Learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills.

To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following
link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

Version Requirements

Required Instruction:

Section 1003.42, Florida Statutes, outlines the topics that must be taught in Florida's public schools as part of required instruction. The Florida Department of Education supports districts in fulfilling these requirements through guidance, resources and tools to ensure students receive instruction that promotes civic responsibility, character development, historical understanding and digital safety.

This course satisfies statutory requirements for required instructional components:

- Health, life skills, decision making (2)(o)
- Free enterprise (2)(s)
- Character education (2)(t)

This course meets the statutory requirement outlined in Section 1003.4282(3)(h), Florida Statutes, which states that beginning with students entering grade 9 in the 2023-24 school year, each student must earn one-half credit in personal financial literacy and money management.

General Information

Course Number: 7921023

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACC PER FIN&MON MGMT

Number of Credits: Multiple credits

Course Length: Multiple (M) - Course length can vary

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Personal Financial Literacy

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 6-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 6-12)
- Business Education (Grades 6-12) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Business Education (Grades 6-12) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)

- Business Education (Grades 6-12) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Business Education (Grades 6-12) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Business Education (Grades 6-12) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Business Education (Grades 6-12) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Business Education (Grades 6-12) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Business Education (Grades 6-12) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Business Education (Grades 6-12) **Plus** Varying Exceptionalities (Elementary and Secondary Grades K-12)
- Business Education (Grades 6-12) **Plus** Varying Exceptionalities (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Middle Grades Mathematics (Middle Grades 5-9)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Middle Grades Mathematics (Middle Grades 5-9)

- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 5-9)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 5-9)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 6-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 6-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Middle Grades Mathematics (Middle Grades 5-9)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Middle Grades Mathematics (Middle Grades 5-9)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Social Studies (Elementary Grades 1-6)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Social Studies (Elementary Grades 1-6)
- Mathematics (Elementary Grades 1-6) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Mathematics (Elementary Grades 1-6) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Mathematics (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Mathematics (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Mathematics (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mathematics (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mathematics (Elementary Grades 1-6) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Mathematics (Elementary Grades 1-6) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Mathematics (Grades 6-12) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Mathematics (Grades 6-12) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)

- Mathematics (Grades 6-12) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)

Access Economics and Personal Finance (#7921024)

Version: 2026 - And Beyond (current)

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **SS.912.E.1.1:** Identify the factors of production and why they are necessary for the production of goods and services.

  Related Access Points
  - **SS.912.E.1.AP.1:** Identify examples of factors of production of goods and services.

- **SS.912.E.1.2:** Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.

  Related Access Points
  - **SS.912.E.1.AP.2:** Utilize a production possibilities graph to identify the impact of scarcity, choice and opportunity costs.

- **SS.912.E.1.3:**

  Compare how the various economic systems (i.e., traditional, market, command, mixed) answer the questions: (1) What to produce? (2) How to produce? and (3) For whom to produce?

  Related Access Points
  - **SS.912.E.1.AP.3:** Identify differences in the major characteristics of the market, command, and mixed economic systems and how they answer: (1) What to produce? (2) How to produce? And (3) For whom to produce?

- **SS.912.E.1.4:**

  Define supply, demand, quantity supplied and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.

  Related Access Points
  - **SS.912.E.1.AP.4a:** Identify supply, demand, quantity supplied, and quantity demanded.
  - **SS.912.E.1.AP.4b:** Using a supply and demand graph, identify how the equilibrium price is determined by the interaction between supply and demand.

- **SS.912.E.1.5:** Compare different forms of business organizations.

  Related Access Points
  - **SS.912.E.1.AP.5:** Identify forms of business organizations.

- **SS.912.E.1.6:** Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).

  Related Access Points
  - **SS.912.E.1.AP.6:** Identify differences between the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).

- **SS.912.E.1.7:** Graph and explain how firms determine price and output through marginal cost analysis.

Related Access Points

- **SS.912.E.1.AP.7:** Identify factors that determine the price of a good or service to maximize profit.

- **SS.912.E.1.8:** Explain ways firms engage in price and nonprice competition.

  Related Access Points

  - **SS.912.E.1.AP.8:** Identify characteristics of price and non-price competition, such as discounts and rebates, and quality and extra service.

- **SS.912.E.1.9:** Describe how the earnings of workers are determined.

  Related Access Points

  - **SS.912.E.1.AP.9:** Identify factors that determine the earnings of workers.

- **SS.912.E.1.10:**

  Explain the use of fiscal policy (e.g., taxation, spending) to promote price stability, full employment, and economic growth.

  Related Access Points

  - **SS.912.E.1.AP.10:** Identify how the government uses taxation and spending to provide jobs which leads to economic growth.

- **SS.912.E.1.11:**

  Explain how the Federal Reserve uses the tools of monetary policy (e.g., discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.

  Related Access Points

  - **SS.912.E.1.AP.11:** Identify that the Federal Reserve controls interest rates to affect economic growth.

- **SS.912.E.1.12:**

  Examine the four phases of the business cycle (i.e., peak, contraction - unemployment, trough, expansion - inflation).

  Related Access Points

  - **SS.912.E.1.AP.12:** Identify the four phases of the business cycle, such as peak, contraction-unemployment, trough, and expansion-inflation.

- **SS.912.E.1.13:** Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.

  Related Access Points

  - **SS.912.E.1.AP.13:** Describe the basic functions and characteristics of money in the United States.

- **SS.912.E.1.15:** Describe the risk and return profiles of various investment vehicles and the importance of diversification.

  Related Access Points

  - **SS.912.E.1.AP.15:** Identify the risk and return of a variety of investments and diversification.

- **SS.912.E.2.1:** Identify and explain broad economic goals.

  Related Access Points
  - **SS.912.E.2.AP.1:** Identify broad economic goals.

- **SS.912.E.2.2:** Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.

  Related Access Points
  - **SS.912.E.2.AP.2:** Identify a public policy issue that affects the student's community and potential consequences, such as rezoning for housing and businesses or building new roads.

- **SS.912.E.2.3:** Research contributions of entrepreneurs, inventors, and other key individuals from various demographic backgrounds in the development of the United States.

  Related Access Points
  - **SS.912.E.2.AP.3:** Identify contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.

- **SS.912.E.2.4:** Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.

  Related Access Points
  - **SS.912.E.2.AP.4:** Identify examples of government wage and price controls, such as minimum wage and rent control.

- **SS.912.E.2.5:** Analyze how capital investments may impact productivity and economic growth.

  Related Access Points
  - **SS.912.E.2.AP.5:** Identify how capital investments may impact economic growth.

- **SS.912.E.2.6:** Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.

  Related Access Points
  - **SS.912.E.2.AP.6:** Identify the benefits of natural monopolies and reasons for the government to regulate monopolies.

- **SS.912.E.2.7:** Identify the impact of inflation on society.

  Related Access Points
  - **SS.912.E.2.AP.7:** Identify a common impact of inflation on society.

- **SS.912.E.2.8:** Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).

  Related Access Points
  - **SS.912.E.2.AP.8:** Identify different types of taxes.

- **SS.912.E.2.9:**

  Analyze how changes in federal spending and taxation affect budget deficits and surpluses, and the national debt.

  Related Access Points

- **SS.912.E.2.AP.9:** Recognize the relationship between federal government spending and taxation on the economy.

- **SS.912.E.2.10:** Describe the organization and functions of the Federal Reserve System.

  Related Access Points
  - **SS.912.E.2.AP.10:** Identify a function of the Federal Reserve System.

- **SS.912.E.2.11:** Assess the economic impact of negative and positive externalities on the local, state, and national environment.

  Related Access Points
  - **SS.912.E.2.AP.11:** Describe economic impacts of negative and positive side effects on the environment.

- **SS.912.E.2.12:** Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.

  Related Access Points
  - **SS.912.E.2.AP.12:** Identify the flow of money in a local economy, and how it affects the individual, household, businesses, banks, government, and international trade.

- **SS.912.E.3.1:** Demonstrate the impact of inflation on world economies.

  Related Access Points
  - **SS.912.E.3.AP.1:** Describe the impact of inflation on world economies.

- **SS.912.E.3.2:** Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.

  Related Access Points
  - **SS.912.E.3.AP.2:** Identify economic advantages a country may have when trading with another country.

- **SS.912.E.3.3:** Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.

  Related Access Points
  - **SS.912.E.3.AP.3:** Describe why countries establish barriers to trade and the effects.

- **SS.912.E.3.4:** Assess the economic impact of negative and positive externalities on the international environment.

  Related Access Points
  - **SS.912.E.3.AP.4:** Compare the positive and negative economic impacts on different countries.

- **SS.912.E.3.5:** Compare the current United States economy with other developed and developing nations.

  Related Access Points
  - **SS.912.E.3.AP.5:** Identify differences in the economies of the United States and another country.

- **SS.912.E.3.6:** Differentiate and draw conclusions about historical economic thought theorized by economists.

  Related Access Points

- **SS.912.E.3.AP.6:** Differentiate how people and countries make economic decisions about the use of scarce resources in the most efficient way.

- **SS.912.FL.1.1:** Evaluate and reflect on how values affect personal financial decision-making.

  Clarifications:

  Clarification 1: Instruction includes how values may vary from person to person.

  Clarification 2: Instruction includes how societal values impact personal financial decisions.

  Related Access Points
  - **SS.912.FL.1.AP.1:** Recognize how the value of savings versus spending affects personal financial decision-making.

- **SS.912.FL.1.2:** Understand how cognitive biases affect personal financial decision-making.

  Clarifications:
  Clarification 1: Instruction includes biases such as loss aversion, the endowment effect, herd mentality, anchoring, and present bias.

  Related Access Points
  - **SS.912.FL.1.AP.2:** Identify how cognitive biases affect personal financial decision-making.

- **SS.912.FL.1.3:** Explain that loss aversion implies that losses brought about by a decision are weighed more than the gains, which may affect the final decision.

  Related Access Points
  - **SS.912.FL.1.AP.3:** Identify losses and gains as they relate to loss aversion.

- **SS.912.FL.1.4:** Explain that people place more weight on something they already have as opposed to things they do not. This endowment effect can result in people being reluctant to part with things they possess.

  Related Access Points
  - **SS.912.FL.1.AP.4:** Identify that people place more weight on something they already have as opposed to things they do not.

- **SS.912.FL.1.5:** Evaluate how herd mentality affects personal financial decision-making.

  Related Access Points
  - **SS.912.FL.1.AP.5:** Identify how herd mentality affects personal financial decision-making.

- **SS.912.FL.1.6:** Describe how a piece of information received early, even if incorrect or irrelevant, can provide an anchor that people use when making their personal financial decisions.

  Clarifications:

  Clarification 1: Instruction includes students working in collaborative groups to discuss various scenarios in which information may have been influential to financial decision-making.

  Clarification 2: Instruction includes the analysis of correct and incorrect and relevant and irrelevant information to inform financial decisions.

  Related Access Points

- **SS.912.FL.1.AP.6:** Identify how a piece of information received early, even if incorrect or irrelevant, can provide an anchor that people use when making their personal financial decisions.

- **SS.912.FL.1.7:** Describe how people often focus on information that confirms their original beliefs when they research information to make personal financial decisions.

  Related Access Points
  - **SS.912.FL.1.AP.7:** Identify that when making personal financial decisions, people focus on research that confirms their spending preferences.

- **SS.912.FL.2.1:** Describe how people choose jobs or careers for which they are qualified based on potential income as well as non-income factors, such as job satisfaction, independence, risk, family, or location.

  Clarifications:

  Clarification 1: Instruction includes the identification of non-income factors and the importance of these factors as compared to potential income.

  Clarification 2: Instruction includes the ways that an individual can earn income: full-time employee, part-time employee, self-employment, investment, or passive income.

  Related Access Points
  - **SS.912.FL.2.AP.1:** Identify how people choose jobs or careers based on income and non-income factors.

- **SS.912.FL.2.3:** Analyze the ways that people can make more informed education, job, or career decisions by evaluating the benefits and costs of different choices.

  Clarifications:

  Clarification 1: Instruction includes comparing the benefits, costs, and the return on investment of a college education to those of a technical school.

  Clarification 2: Instruction includes comparing the unemployment rates of workers with different levels of education.

  Clarification 3: Instruction includes various career pathways including those that do not require college attendance.

  Related Access Points
  - **SS.912.FL.2.AP.3:** Identify the benefits and costs of informed education, job, or career decisions.

- **SS.912.FL.2.6:** Explain that taxes are paid to federal, state, and local governments to fund government goods and services as well as transfer payments from government to individuals.

  Clarifications:

  Clarification 1: Instruction includes the identification of the governmental agency that receives tax revenue for a specific tax.

  Clarification 2: Instruction includes the identification of the use of specific tax revenues.

  Clarification 3: Instruction includes the major types of taxes: income, payroll, property, and sales tax.

Related Access Points

- **SS.912.FL.2.AP.6:** Identify that taxes are paid to federal, state, and local governments to fund goods and services.

- **SS.912.FL.2.7:** Explain how interest, dividends, and capital gains are forms of income earned from financial investments.

  Clarifications:
  Clarification 1: Instruction includes understanding the differences between interest, dividends, and capital gains.

  Related Access Points

  - **SS.912.FL.2.AP.7:** Identify interest, dividends, and capital gains as forms of income from financial investments.

- **SS.912.FL.2.8:** Evaluate how the sources of income, amount of income, as well as the amount and type of spending affect the types and amounts of taxes paid.

  Clarifications:

  Clarification 1: Instruction includes tax rates on earned income, interest, and capital gains.

  Clarification 2: Instruction includes how federal tax brackets illustrate a progressive tax and a sales tax is viewed as a regressive tax as well as the differences between each type of tax.

  Clarification 3: Instruction includes types of goods that are subject to sales taxes and those that are exempt.

  Related Access Points

  - **SS.912.FL.2.AP.8:** Identify that sources of income, amount of income, and type of spending affect the types and amounts of taxes paid.

- **SS.912.FL.2.9:** Describe why some people choose to become entrepreneurs as a career choice.

  Clarifications:

  Clarification 1: Instruction includes evaluating the benefits and costs of entrepreneurship.

  Clarification 2: Instruction includes identifying the roles and characteristics of an entrepreneur and understanding that taking on risk is an implicit part of being an entrepreneur.

  Clarification 3: Instruction includes understanding how owning a small business can be a person's primary career or can supplement income from other sources.

  Clarification 4: Instruction includes the tax implications of being an entrepreneur such as the self-employment tax.

  Related Access Points

  - **SS.912.FL.2.AP.9:** Identify the reasons some people choose to become entrepreneurs as a career choice.

- **SS.912.FL.2.10:** Evaluate the benefits and costs of "gig" employment.

  Clarifications:
  Clarification 1: Instruction includes understanding the motivating factors for being self-employed or working as an independent contractor in the "gig" economy.

Related Access Points

- **SS.912.FL.2.AP.10:** Identify the benefits and costs of self-employment or "gig" employment.

- **SS.912.FL.2.11:** Describe how Social Security is funded and the benefit it provides to retirees.

  Related Access Points

  - **SS.912.FL.2.AP.11:** Identify how Social Security is funded and that it provides benefits to retirees.

- **SS.912.FL.2.12:** Identify and complete appropriate tax forms to calculate the amount of federal income tax owed.

  Clarifications:

  Clarification 1: Instruction includes the identification of various payroll taxes and withholdings (e.g., Social Security, Medicare, federal withholding, etc.).

  Clarification 2: Instruction includes formally (using tax tables) and informally (estimating) calculating taxes.

  Clarification 3: Instruction includes understanding why calculating one's taxes may differ from the government's calculations.

  Related Access Points

  - **SS.912.FL.2.AP.12:** Identify the appropriate tax form to calculate the amount of taxes owed.

- **SS.912.FL.2.13:** Describe the types and sources of taxes at the local level.

  Clarifications:

  Clarification 1: Instruction includes understanding that states, counties, and municipalities may have different tax rates and taxes.

  Clarification 2: Instruction includes understanding that local taxes are dedicated to a particular use, such as schools or local infrastructure projects.

  Related Access Points

  - **SS.912.FL.2.AP.13:** Identify the types of taxes at the local level.

- **SS.912.FL.3.1:** Analyze the factors that influence a consumer's decision-making process (e.g., the price of a good or service, the price of alternatives, income level, personal preferences, advertisements, and reviews.)

  Clarifications:
  Clarification 1: Instruction includes the comparison of consumer decisions to purchase a similar item.

  Related Access Points

  - **SS.912.FL.3.AP.1:** Identify factors that influence a consumer's decision-making process.

- **SS.912.FL.3.3:** Discuss that when buying a good, consumers may consider various aspects and features of the product.

Clarifications:
Clarification 1: Instruction includes explaining why the consumer should consider a product's durability and maintenance costs prior to the purchase of goods.

Related Access Points

- **SS.912.FL.3.AP.3:** Describe various features of a product consumers may consider when buying a good.

- **SS.912.FL.3.6:** Explain that people may choose to donate money to charitable organizations and other not-for-profit organizations because they gain satisfaction from donating.

  Related Access Points

  - **SS.912.FL.3.AP.6:** Discuss that people may choose to donate money to charitable organizations and not-for-profit organizations because they gain satisfaction from donating.

- **SS.912.FL.3.8:** Evaluate how different forms of payment can result in costs or fees.

  Clarifications:

  Clarification 1: Instruction includes understanding various forms of payments and associated costs: cash, checks, debit cards, credit cards, mobile payments, prepaid cards, buy now pay later, layaways, and rent to own.

  Clarification 2: Instruction includes understanding that while the seller of a good being purchased may not explicitly charge the consumer, the consumer may bear a portion of the fees by paying a higher price.

  Related Access Points

  - **SS.912.FL.3.AP.8:** Recognize that different forms of payment can result in additional costs or fees.

- **SS.912.FL.3.9:** Develop a budget based on a given income and expenses for long-term and short-term financial goals.

  Clarifications:

  Clarification 1: Instruction includes developing budgets with fixed and variable expenses, unexpected expenses (including emergency funds) and savings.

  Clarification 2: Instruction includes understanding that budgets can be developed using paper, digital spreadsheets, websites, mobile phone applications, or using other financial applications.

  Related Access Points

  - **SS.912.FL.3.AP.9a:** Use a budget template with a sample income and sample expenses for long-term and short-term financial goals.
  - **SS.912.FL.3.AP.9b:** Identify the purpose and function of a checking account and demonstrate the ability to maintain accurate financial records by balancing a checkbook, including recording deposits, withdrawals and reconciling transactions with a budget.

- **SS.912.FL.3.10:**

  Understand that when individuals or business owners buy or sell goods or services, they may enter into contracts.

  Clarifications:

Clarification 1: Instruction includes common contracts such as cell phone plans, leases of apartments or homes, car leases, car purchases, and mortgages.

Clarification 2: Instruction emphasizes that contracts are legally binding and breaking a contract may have consequences.

Related Access Points

- **SS.912.FL.3.AP.10:** Recognize that when individuals or business owners buy or sell goods or services, they may enter into contracts.

- **SS.912.FL.3.11:** Evaluate and interpret terms and conditions within a contract.

  Clarifications:

  Clarification 1: Instruction includes understanding terms and conditions may include, but are not limited to, duration, termination, payment terms, dispute resolution, privacy and sharing of personal information.

  Clarification 2: Instruction emphasizes that users may be entering into a contract when agreeing to terms and conditions on webpages or applications.

  Related Access Points

  - **SS.912.FL.3.AP.11:** Recognize the impact of terms and conditions within a contract.

- **SS.912.FL.3.12:** Understand the process of identifying and contesting an incorrect billing statement.

  Clarifications:
  Clarification 1: Instruction includes identifying consumer-advocacy agencies (e.g., Consumer Financial Protection Bureau (CFPB), Better Business Bureau (BBB), Chamber of Commerce, Florida Department of Agriculture and Consumer Services, and Federal Trade Commission (FTC)).

  Related Access Points

  - **SS.912.FL.3.AP.12:** Recognize the process of identifying an incorrect billing statement and how to request assistance to correct the error.

- **SS.912.FL.4.1:** Describe the different types of accounts and financial products offered through banking institutions.

  Clarifications:

  Clarification 1: Instruction includes the functions of each account (checking, savings, money markets, and certificates of deposit (CDs)), and the advantages and disadvantages of each.

  Clarification 2: Instruction includes credit unions, commercial banks, traditional banks, and online banks.

  Related Access Points

  - **SS.912.FL.4.AP.1:** Identify different types of accounts and financial products offered through banking institutions.

- **SS.912.FL.4.2:** Compare and contrast the characteristics of the various accounts and services offered by depository institutions.

  Clarifications:

Clarification 1: Instruction includes online banking, minimum balance requirements, monthly fees, overdraft penalties, and interest rates.

Clarification 2: Instruction includes understanding the process for opening and managing a bank account.

Clarification 3: Instruction includes understanding the different components of an account, such as the routing number and the account number.

Related Access Points

- **SS.912.FL.4.AP.2:** Identify various types of bank accounts, the process for opening and managing an account and the services provided by different financial institutions.

- **SS.912.FL.4.3:** Explain how people should regularly track and manage funds in their account to ensure enough funds are available in those accounts to cover any outstanding transactions or future automated withdrawals.

  Clarifications:
  Clarification 1: Instruction includes understanding that account holders should regularly check the deposits and withdrawals to the accounts to ensure that these transactions were authorized by the account holder, in addition to checking for any fees charged and whether appropriate interest was credited to the account.

  Related Access Points

  - **SS.912.FL.4.AP.3:** Recognize the need to ensure enough funds are available in an account to cover any outstanding transactions or future automated withdrawals.

- **SS.912.FL.4.5:** Describe how inflation reduces the value of money.

  Clarifications:

  Clarification 1: Instruction includes understanding that the real interest rate is calculated as the nominal interest rate minus the rate of inflation.

  Clarification 2: Instruction includes understanding why savers should expect a higher nominal interest rate when inflation is expected to be high.

  Related Access Points

  - **SS.912.FL.4.AP.5:** Recognize how inflation impacts the value of money.

- **SS.912.FL.4.8:** Explain ways that government agencies supervise and regulate financial institutions to help protect the safety, soundness, and legal compliance of the United States banking and financial system.

  Clarifications:

  Clarification 1: Instruction includes understanding the role that government agencies charged with regulating financial institutions play in helping to protect the safety, soundness, and legal compliance of the nation’s banking system.

  Clarification 2: Instruction includes the purpose and function of the following agencies: Federal Reserve, Office of the Comptroller of the Currency, Consumer Financial Protection Bureau (CFPB), Federal Deposit Insurance Corporation (FDIC), National Credit Union Administration (NCUA), and state banking departments.

  Related Access Points

- **SS.912.FL.4.AP.8:** Recognize the role of government agencies as they relate to financial institutions.

- **SS.912.FL.5.1:** Analyze the ways that consumers can compare the cost of credit by using the annual percentage rate (APR), initial fees charged, and fees charged for late payment or missed payments.

  Clarifications:
  Clarification 1: Instruction includes the use of APR, initial fees, late fees, nonpayment fees, and other relevant information to compare the cost of credit from various sources for the purchase of a product.

  Related Access Points
  - **SS.912.FL.5.AP.1:** Identify annual percentage rate (APR), initial fees charged, and/or fees charged for late payment or missed payments can change the cost of credit.

- **SS.912.FL.5.2:** Explain why banks and financial institutions sometimes compete by offering credit at low introductory rates.

  Clarifications:

  Clarification 1: Instruction includes the motivating factors for a bank offering low-rate introductory credit offers.

  Clarification 2: Instruction includes understanding the possible negative impacts of low-rate introductory credit offers on consumers.

  Related Access Points
  - **SS.912.FL.5.AP.2:** Identify that banks and financial institutions compete by offering credit at low introductory rates.

- **SS.912.FL.5.3:** Explain that loans can be unsecured or secured with collateral.

  Clarifications:

  Clarification 1: Instruction includes explaining why secured loans are viewed as having less risk and why lenders charge a lower interest rate than they charge for unsecured loans.

  Clarification 2: Instruction includes understanding unsecured versus secured credit cards.

  Related Access Points
  - **SS.912.FL.5.AP.3:** Identify the difference between secured and unsecured loans and recognize the role of collateral in secured loans.

- **SS.912.FL.5.4:** Describe the factors that influence the cost of borrowing from the perspective of the buyer and the seller, such as down payments and interest rates.

  Clarifications:

  Clarification 1: Instruction includes how a down payment reduces the total amount financed and why this reduces the monthly payment and/or the length of the loan.

  Clarification 2: Instruction includes understanding why a borrower who has made a down payment has an incentive to repay a loan or make payments on time.

  Clarification 3: Instruction includes discussing why people make a down payment and why lenders may consider loans made with a down payment to have less risk.

Related Access Points

- **SS.912.FL.5.AP.4:** Classify the factors that influence the cost of borrowing as either the buyer or the seller.

- **SS.912.FL.5.5:** Explain that lenders make credit decisions based in part on consumer payment history.

  Clarifications:
  Clarification 1: Instruction includes understanding that credit bureaus record borrowers' credit and payment histories, and provide that information to lenders in credit reports.

  Related Access Points

  - **SS.912.FL.5.AP.5:** Identify that lenders make credit decisions based in part on consumer payment history.

- **SS.912.FL.5.6:** Demonstrate an understanding of completing a loan application.

  Clarifications:

  Clarification 1: Instruction includes the different aspects of a loan application, which include its basic requirements, limits, and credit check.

  Clarification 2: Instruction includes understanding the typical choices made on a car loan such as amount of down payment, interest rate, term of loan, and monthly payment.

  Related Access Points

  - **SS.912.FL.5.AP.6:** Identify the parts of a loan application.

- **SS.912.FL.5.7:** Discuss that lenders can pay to receive a borrower's credit score from a credit bureau.

  Clarifications:
  Clarification 1: Instruction includes understanding a credit score and what it indicates about a borrower.

  Related Access Points

  - **SS.912.FL.5.AP.7:** Identify how a credit score and the use of credit can impact the borrower's ability to obtain credit.

- **SS.912.FL.5.8:** Analyze the costs and benefits associated with credit cards.

  Clarifications:

  Clarification 1: Instruction includes understanding that while credit cards are useful for making purchases, interest rates on credit card loans are generally higher than other types of loans and may also have additional fees.

  Clarification 2: Instruction includes understanding that credit card interest rates are higher for people considered to have a higher risk of nonpayment as determined by their credit scores.

  Related Access Points

  - **SS.912.FL.5.AP.8:** Compare the costs and benefits associated with credit cards.

- **SS.912.FL.5.9:** Describe that, in addition to assessing a person's credit risk, credit reports and scores may be requested and used by employers in hiring decisions, property owners in deciding whether to rent apartments, and insurance companies in charging premiums.

  Related Access Points

- **SS.912.FL.5.AP.9:** Identify the advantages and disadvantages that credit scores can have on hiring decisions, property rentals, and insurance premiums.

- **SS.912.FL.5.10:** Examine the fact that failure to repay a loan has significant consequences for borrowers such as negative entries on their credit report, repossession of property (collateral), garnishment of wages, and the inability to obtain loans in the future.

  Related Access Points
  - **SS.912.FL.5.AP.10:** Discuss potential consequences for a borrower failing to repay a loan.

- **SS.912.FL.5.11:** Explain that consumers who have difficulty repaying debt can seek assistance through credit counseling services and by negotiating directly with creditors.

  Clarifications:
  Clarification 1: Instruction includes identifying the costs and benefits associated with using different credit counseling services.

  Related Access Points
  - **SS.912.FL.5.AP.11:** Discuss that consumers have options if having difficulty repaying debt.

- **SS.912.FL.5.14:** Discuss that consumers who use credit should be aware of laws that are in place to protect them.

  Clarifications:
  Clarification 1: Instruction includes understanding lending laws: provision of full disclosure of credit terms, discriminatory lending practices, abusive marketing practices, and debt collection.

  Related Access Points
  - **SS.912.FL.5.AP.14:** Recognize that consumers who use credit should be aware of laws that are in place to protect them.

- **SS.912.FL.5.15:** Explain that consumers are entitled to a free copy of their credit report annually.

  Clarifications:

  Clarification 1: Instruction includes understanding why it is important to check the accuracy of the information recorded on a credit report and knowing what steps to take to correct errors on credit reports.

  Clarification 2: Instruction includes understanding that credit report errors may increase the cost of credit.

  Related Access Points
  - **SS.912.FL.5.AP.15:** Recognize that consumers are entitled to a free copy of their credit report annually.

- **SS.912.FL.5.16:** Analyze how postsecondary education can be financed through a combination of scholarships, grants, and other financial aid (e.g., Bright Futures, work-study, student loans, and savings).

  Clarifications:

  Clarification 1: Instruction includes understanding the process and importance of completing the Free Application for Federal Student Aid (FAFSA).

Clarification 2: Instruction includes identifying scholarships and grants for which an individual student may be eligible.

Related Access Points

- **SS.912.FL.5.AP.16:** Identify different options to finance postsecondary education.

- **SS.912.FL.5.17:** Compare different types of student loans and understand how to complete a student loan application.

  Clarifications:

  Clarification 1: Instruction includes understanding Parent Loan for Undergraduate Students (PLUS) loans, private student loans, direct subsidized loans, and direct unsubsidized loans.

  Clarification 2: Instruction includes understanding the long-term costs of student loans such as accrued interest during periods of deferment or forbearance.

  Related Access Points

  - **SS.912.FL.5.AP.17:** Compare different types of student loans and understand there is an application.

- **SS.912.FL.6.1:** Explain the purpose of the following investments: stocks, bonds, mutual funds, index funds, and Exchange-Traded Funds (ETFs); real estate; money markets and annuities; and others (e.g., commodities).

  Clarifications:

  Clarification 1: Instruction includes understanding that each investment has its own risk, and the consumer must decide whether the risk is worth the reward by examining available data.

  Clarification 2: Instruction includes discussing tax implications of each type of investment.

  Related Access Points

  - **SS.912.FL.6.AP.1:** Recognize the purpose of the following investments: stocks, bonds, real estate, and others.

- **SS.912.FL.6.3:** Explain how the expenses of buying, selling, and holding financial assets decrease the rate of return from an investment.

  Clarifications:
  Clarification 1: Instruction includes discussing costs and fees associated with different types of investments. These costs and fees may include, but are not limited to, management fees, commissions, and annual expense ratios.

  Related Access Points

  - **SS.912.FL.6.AP.3:** Recognize that there are expenses for buying, selling, and holding financial assets.

- **SS.912.FL.6.5:** Discuss the trade-off between risk and return in comparing financial investments.

  Clarifications:
  Clarification 1: Instruction includes understanding that an investment with greater risk than another investment may have a lower market price, and therefore a higher rate of return, than the other investment.

  Related Access Points

- **SS.912.FL.6.AP.5:** Identify the difference between risk and return in financial investments.

- **SS.912.FL.6.10:** Explain that people vary in their willingness to take risks because the willingness to take risks depends on factors such as personality, income, time horizon, and family situation.

  Clarifications:
  Clarification 1: Instruction includes understanding how the portfolio of a retiree might differ from that of a young, single person.

  Related Access Points
  - **SS.912.FL.6.AP.10:** Identify different factors to taking financial risks.

- **SS.912.FL.6.12:** Compare the Securities and Exchange Commission (SEC), the Federal Reserve, and other government agencies that regulate financial markets.

  Related Access Points
  - **SS.912.FL.6.AP.12:** Identify the Securities and Exchange Commission (SEC), the Federal Reserve, and other government agencies that regulate financial markets.

- **SS.912.FL.6.14:** Evaluate the motives for using a digital currency.

  Clarifications:

  Clarification 1: Instruction includes understanding the dollar price of a digital currency can be very volatile as it depends on the digital currency's supply and demand.

  Clarification 2: Instruction includes understanding that a digital currency is a digital asset secured by cryptography and recorded on a block chain that may be used to send or receive payments on the internet.

  Clarification 3: Instruction includes understanding reasons for the use of digital currency: financial privacy concerns, international payments, the ability to execute smart contracts, and speculation.

  Related Access Points
  - **SS.912.FL.6.AP.14:** Identify advantages and disadvantages of using a digital currency.

- **SS.912.FL.7.2:** Understand that insurance companies charge premiums to create a pool of money from which the company uses to pay for losses incurred by policyholders.

  Clarifications:
  Clarification 1: Instruction includes understanding that insurance companies allow the risk of loss to be spread amongst all policyholders.

  Related Access Points
  - **SS.912.FL.7.AP.2:** Recognize that insurance companies charge premiums to create a pool of money from which the company uses to pay for losses incurred by policyholders.

- **SS.912.FL.7.4:** Describe why people choose different amounts of insurance coverage based on their willingness to accept risk, as well as their occupation, lifestyle, age, financial profile, and the price of insurance.

  Related Access Points
  - **SS.912.FL.7.AP.4:** Identify different factors that influence a person's choice of insurance coverage.

- **SS.912.FL.7.5:** Explain how governments and contractual obligations can influence the decisions and responsibilities of individuals to obtain different forms of insurance.

  Clarifications:
  Clarification 1: Instruction includes understanding why homeowners' insurance is required by a lender when a homeowner takes out a mortgage.

  Related Access Points
  - **SS.912.FL.7.AP.5:** Identify how laws and loan requirements influence individual decisions and responsibilities related to obtaining various forms of insurance.

- **SS.912.FL.7.6:** Describe how an insurance contract can increase the probability or size of a potential loss.

  Clarifications:

  Clarification 1: Instruction includes understanding that having insurance may result in the policyholder taking more risks.

  Clarification 2: Instruction includes understanding that deductibles and copayments are cost-sharing features that encourage the policyholder to take steps to reduce the potential size of an insurance claim.

  Related Access Points
  - **SS.912.FL.7.AP.6:** Identify how the amount of an insurance deductible affects monthly premiums and out-of-pocket costs in the event of a claim.

- **SS.912.FL.7.7:** Explain that people can lower insurance premiums by behaving in ways that show they pose a lower risk.

  Clarifications:
  Clarification 1: Instruction includes factors that potentially lower insurance rates such as taking a safe-driving course to lower auto insurance cost or lower health insurance premiums for non-smokers.

  Related Access Points
  - **SS.912.FL.7.AP.7:** Identify behaviors that can lower insurance premiums.

- **SS.912.FL.7.8:** Identify the purposes of various types of insurance.

  Clarifications:

  Clarification 1: Instruction includes understanding multiple types of insurance: health, disability, long-term care, travel, auto, renter, life, homeowner, and property and casualty.

  Clarification 2: Instruction includes comparing the coverage and costs of hypothetical plans for a set of scenarios utilizing various types of insurance.

  Related Access Points
  - **SS.912.FL.7.AP.8:** Identify the purposes of various types of insurance.

- **SS.912.FL.7.9:** Explain how government programs provide a social safety net that protects an individual from an economic hardship created by unexpected events.

  Clarifications:
  Clarification 1: Instruction includes understanding that workers' compensation is a government-mandated program that provides benefits to workers that become injured or ill on a job or because of the job.

Related Access Points

- **SS.912.FL.7.AP.9:** Identify government programs that provide a social safety net from economic hardship.

- **SS.912.FL.7.10:** Identify how responsible use of personal information can prevent identity theft.

  Clarifications:

  Clarification 1: Instruction includes describing problems that can occur when an individual is a victim of identity theft.

  Clarification 2: Instruction includes giving specific examples of how online transactions, online banking, email frauds, and telemarketing calls can make consumers vulnerable to identity theft.

  Clarification 3: Instruction includes describing the conditions under which individuals should and should not disclose their Social Security number, account numbers, or other sensitive personal information.

  Related Access Points

  - **SS.912.FL.7.AP.10:** Identify methods to prevent identity theft.

- **SS.912.FL.7.11:** Compare federal and state regulations that provide some remedies, and assistance for victims of identity theft.

  Clarifications:
  Clarification 1: Instruction includes recommending actions a victim of identity theft should take to limit losses and restore personal security.

  Related Access Points

  - **SS.912.FL.7.AP.11:** Identify federal and state regulations that provide some remedies and assistance for victims of identity theft.

- **SS.912.FL.7.12:** Identify the implications of social networking sites and other online activity on an individual’s digital footprint.

  Clarifications:
  Clarification 1: Instruction includes understanding that employers may check a prospective employee’s digital footprint as part of the hiring process.

  Related Access Points

  - **SS.912.FL.7.AP.12:** Identify how social networking sites can affect a person's digital footprint.

- **SS.912.FL.7.14:** Explain the implications of receiving an inheritance.

  Clarifications:

  Clarification 1: Instruction includes understanding that an inheritance is money or assets a person has been bequeathed when someone passes.

  Clarification 2: Instruction includes creating a detailed plan for an inheritance.

  Clarification 3: Instruction includes understanding the impact to one’s taxes from receiving an inheritance.

  Related Access Points

- **SS.912.FL.7.AP.14:** Identify the implications of receiving an inheritance.

- **SS.912.FL.7.15:** Examine laws and regulations concerning personal finance.

  Clarifications:

  Clarification 1: Instruction includes understanding state and federal laws concerning personal finance.

  Clarification 2: Instruction includes identifying state and federal agencies regulating personal finance.

  Related Access Points
  - **SS.912.FL.7.AP.15:** Identify laws and regulations concerning personal finance.

- **MA.912.FL.3.1:** Compare simple, compound and continuously compounded interest over time.

  Clarifications:
  Clarification 1: Instruction includes taking into consideration the annual percentage rate (APR) when comparing simple and compound interest.

  Related Access Points
  - **MA.912.FL.3.AP.1:** Compare simple and compound interest over time.

- **MA.912.FL.3.2:**

  Solve real-world problems involving simple, compound and continuously compounded interest.

  Clarifications:

  Clarification 1: Within the Algebra 1 course, interest is limited to simple and compound.

  Related Access Points
  - **MA.912.FL.3.AP.2:** Solve real-world problems involving simple and compound interest.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.

- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.

- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:

  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make

predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.MA.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

- **ELD.K12.ELL.SS.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Course Information

General Notes

Access Courses: Access courses are intended only for students with the most significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations.

Access points in the subject areas of science, art, dance, physical education, theatre, and music provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts, mathematics, social studies and health do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

It is important to note that special attention should also be paid to the “Remarks” and “Clarifications” which provides additional information that aids in teaching the benchmarks with fidelity and clarity.

Mathematics Thinking and Reasoning Standards (MTRs)

The MTR are built on the following premises:

- Florida’s state academic standards for social studies are taught through the lens of the MTRs; the MTRs are embedded throughout every lesson;
- language of the MTRs are expectations for students to use as self-monitoring tools during instruction every day;
- ensures that students are engaged, persevere in tasks, share their thinking, balance conceptual understanding and procedures, assess their solutions and make connections to previous and extended knowledge/learning; and
- standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

English Language Arts (ELA) Expectations (EEs)

- The ELA Expectations are those overarching skills that run through every component of instruction.
- These are skills that students should be using throughout the instruction of Florida’s state academic standards for social studies.

For guidance on the implementation of the EEs, please visit ELA B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS. To access Mathematics Resources please visit B.E.S.T Mathematics Resources (fldoe.org).

English Language Development (ELDs)

- The ELDs are adopted from the World-Class Instruction Design and Assessment Consortium or WIDA.
- The standards represent the social, instructional and academic language that students need to engage with peers, educators and the curriculum in schools.

Teachers are required to provide listening, speaking, reading and writing instruction that allows English Language Learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following
link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

Version Requirements

Required Instruction:

Section 1003.42, Florida Statutes, outlines the topics that must be taught in Florida’s public schools as part of required instruction. The Florida Department of Education supports districts

in fulfilling these requirements through guidance, resources and tools to ensure students receive instruction that promotes civic responsibility, character development, historical understanding and digital safety.

This course satisfies statutory requirements for required instructional components:

- Economics: The nature and importance of free enterprise to the United States economy. (2)(s)

This course meets the statutory requirement outlined in Section 1003.4282(3)(d), Florida Statutes, which states that a student must earn one-half credit in economics.

This course meets the statutory requirement outlined in Section 1003.4282(3)(h), Florida Statutes, which states that beginning with students entering grade 9 in the 2023-24 school year, each student must earn one-half credit in personal financial literacy and money management.

General Information

Course Number: 7921024

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACC ECON & PERS FIN

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Personal Financial Literacy and Economics

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 6-12)
- Business Education (Grades 6-12) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Business Education (Grades 6-12) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Business Education (Grades 6-12) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Business Education (Grades 6-12) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Business Education (Grades 6-12) **Plus** Varying Exceptionalities (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)

- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Middle Grades Mathematics (Middle Grades 5-9)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 5-9)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 6-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Middle Grades Mathematics (Middle Grades 5-9)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Social Studies (Elementary Grades 1-6)
- Mathematics (Elementary Grades 1-6) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Mathematics (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Mathematics (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mathematics (Elementary Grades 1-6) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Mathematics (Grades 6-12) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Mathematics (Grades 6-12) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Mathematics (Grades 6-12) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mathematics (Grades 6-12) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Middle Grades Mathematics (Middle Grades 5-9)

- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 5-9)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 6-12)
- Middle Grades Mathematics (Middle Grades 5-9) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Social Science (Grades 5-9) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Social Studies (Elementary Grades 1-6) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
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- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 6-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Social Studies (Elementary Grades 1-6)

Access United States History (#7921025)

Version: 2026 - And Beyond (current)

United States History - 2100310

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **SS.912.A.1.1:** Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.

  Related Access Points
  - **SS.912.A.1.AP.1:** Identify the importance of historiography when interpreting events in history.

- **SS.912.A.1.2:** Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

  Related Access Points
  - **SS.912.A.1.AP.2:** Identify the author and purpose of significant historical documents using primary and secondary sources.

- **SS.912.A.1.3:** Utilize timelines to identify the time sequence of historical data.

  Related Access Points
  - **SS.912.A.1.AP.3:** Use a timeline to identify the sequence of historical data.

- **SS.912.A.1.4:** Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.

  Related Access Points
  - **SS.912.A.1.AP.4:** Interpret images, symbols, objects, cartoons, graphs, charts, maps, artwork, artifacts, or writings to obtain information about a time period and events from the past.

- **SS.912.A.1.5:**

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

  Related Access Points
  - **SS.912.A.1.AP.5:** Determine the accuracy of current events and Internet resources by comparing them to reliable sources.

- **SS.912.A.1.6:** Use case studies to explore social, political, legal, and economic relationships in history.

  Related Access Points
  - **SS.912.A.1.AP.6:** Use a case study to explore social, political, legal, and economic relationships in history.

- **SS.912.A.1.7:** Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.

  Related Access Points
  - **SS.912.A.1.AP.7:** Describe selected socio-cultural aspects of American life, such as the arts, artifacts, literature, education, and publications.

- **SS.912.A.2.1:** Review causes and consequences of the Civil War.

  Related Access Points
  - **SS.912.A.2.AP.1:** Recognize a major cause and consequence of the Civil War.

- **SS.912.A.2.2:** Assess the influence of significant people or groups on Reconstruction.

  Related Access Points
  - **SS.912.A.2.AP.2:** Describe the influence of significant people or groups on Reconstruction.

- **SS.912.A.2.3:** Describe the issues that divided Republicans during the early Reconstruction era.

  Related Access Points
  - **SS.912.A.2.AP.3:** Recognize a major issue that divided Republicans during the early Reconstruction Era.

- **SS.912.A.2.4:** Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.

  Related Access Points
  - **SS.912.A.2.AP.4:** Recognize a freedom guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.

- **SS.912.A.2.5:** Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.

  Related Access Points
  - **SS.912.A.2.AP.5:** Describe how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.

- **SS.912.A.2.6:**

  Compare the effects of the Black Codes and the Nadir on freed people and analyze the sharecropping system and debt peonage as practiced in the United States.

  Related Access Points
  - **SS.912.A.2.AP.6a:** Identify one effect of the Black Codes and the Nadir on freed people.
  - **SS.912.A.2.AP.6b:** Identify the sharecropping and debt peonage system that was practiced in the United States.

- **SS.912.A.2.7:** Review the Native American experience.

  Related Access Points
  - **SS.912.A.2.AP.7:** Identify one of the Native American experiences during the westward expansion.

- **SS.912.A.3.1:**
  Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.

  Related Access Points
  - **SS.912.A.3.AP.1:** Identify a response to economic challenges faced by farmers in the mid to late 1800s.

- **SS.912.A.3.2:** Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.

Related Access Points

- **SS.912.A.3.AP.2:** Examine one social, political, and economic development in the second Industrial Revolution (e.g., mass production of consumer goods, including transportation, food and drink, clothing, and entertainment [cinema, radio, the gramophone]).

- **SS.912.A.3.3:** Compare the first and second Industrial Revolutions in the United States.

  Related Access Points

  - **SS.912.A.3.AP.3:** Compare one development or invention in the first and second Industrial Revolutions in the United States.

- **SS.912.A.3.4:** Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.

  Related Access Points

  - **SS.912.A.3.AP.4:** Identify how developments in industry affected the United States economy, such as steel, oil, transportation, communications, and business practices.

- **SS.912.A.3.5:** Identify significant inventors of the Industrial Revolution including African Americans and women.

  Related Access Points

  - **SS.912.A.3.AP.5:** Identify a significant inventor of the Industrial Revolution, including an African American or a woman.

- **SS.912.A.3.6:** Analyze changes that occurred as the United States shifted from agrarian to an industrial society.

  Related Access Points

  - **SS.912.A.3.AP.6:** Identify changes that occurred as the United States shifted from an agrarian to an industrial society.

- **SS.912.A.3.7:** Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).

  Related Access Points

  - **SS.912.A.3.AP.7:** Compare the way European immigrants in the east and Asian immigrants in the west were treated.

- **SS.912.A.3.8:** Examine the importance of social change and reform in the late 19th and early 20th centuries (e.g., class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).

  Related Access Points

  - **SS.912.A.3.AP.8:** Identify the importance of social change or reform during the late 1800s and early 1900s.

- **SS.912.A.3.9:** Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.

  Related Access Points

  - **SS.912.A.3.AP.9:** Identify a cause and consequence of the labor movement in the late 1800s and early 1900s.

- **SS.912.A.3.10:** Review different economic and philosophic ideologies.

  Related Access Points

  - **SS.912.A.3.AP.10:** Compare major differences in economic and philosophic ideologies.

- **SS.912.A.3.11:** Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.

  Related Access Points
  - **SS.912.A.3.AP.11:** Identify ways powerful groups (political machines) in United States cities controlled the government in the late 1800s and early 1900s.

- **SS.912.A.3.12:** Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.

  Related Access Points
  - **SS.912.A.3.AP.12:** Identify ways nongovernmental organizations and progressives have shaped public policy and corrected injustices in American life.

- **SS.912.A.3.13:** Examine key events and peoples in Florida history as they relate to United States history.

  Related Access Points
  - **SS.912.A.3.AP.13:** Identify a key event or person in Florida history related to United States history.

- **SS.912.A.4.1:** Analyze the major factors that drove United States imperialism.

  Related Access Points
  - **SS.912.A.4.AP.1:** Identify major factors that drove United States imperialism.

- **SS.912.A.4.2:** Explain the motives of the United States acquisition of the territories.

  Related Access Points
  - **SS.912.A.4.AP.2:** Identify the purpose of the United States expanding into other territories.

- **SS.912.A.4.3:** Examine causes, course, and consequences of the Spanish American War.

  Related Access Points
  - **SS.912.A.4.AP.3:** Identify a cause and consequence of the Spanish American War.

- **SS.912.A.4.4:** Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.

  Related Access Points
  - **SS.912.A.4.AP.4:** Identify an economic, military, and security reason why the United States completed the Panama Canal and the challenges that were faced during its construction.

- **SS.912.A.4.5:** Examine causes, course, and consequences of United States involvement in World War I.

  Related Access Points
  - **SS.912.A.4.AP.5:** Identify a cause and consequence of United States involvement in World War I.

- **SS.912.A.4.6:** Examine how the United States government prepared the nation for war with war measures (i.e., Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).

  Related Access Points

- **SS.912.A.4.AP.6:** Identify ways the United States government prepared the nation for World War I, such as Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information.

- **SS.912.A.4.7:** Examine the impact of airplanes, battleships, new weaponry, and chemical warfare in creating new war strategies (e.g., trench warfare, convoys).

  Related Access Points

  - **SS.912.A.4.AP.7:** Identify the impact of the development of airplanes, battleships, new weaponry, and chemical warfare in creating new war strategies (trench warfare, convoys).

- **SS.912.A.4.8:** Compare the experiences Americans (i.e., African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.

  Related Access Points

  - **SS.912.A.4.AP.8:** Identify experiences diverse American groups had while serving in Europe.

- **SS.912.A.4.9:** Compare how the war impacted European Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, Pacific Islanders, women, and dissenters in the United States.

  Related Access Points

  - **SS.912.A.4.AP.9:** Identify impacts of the war on German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.

- **SS.912.A.4.10:** Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.

  Related Access Points

  - **SS.912.A.4.AP.10:** Identify a provision of the Treaty of Versailles and the failure of the United States to support the League of Nations.

- **SS.912.A.5.1:** Discuss the economic outcomes of demobilization.

  Related Access Points

  - **SS.912.A.5.AP.1:** Identify an economic result of demobilization.

- **SS.912.A.5.2:** Explain the causes of the public reaction (e.g., Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.

  Related Access Points

  - **SS.912.A.5.AP.2:** Identify the causes of the public reaction (labor, strikes, and racial unrest) associated with the Red Scare.

- **SS.912.A.5.3:** Examine the impact of United States foreign economic policy during the 1920s.

  Related Access Points

  - **SS.912.A.5.AP.3:** Recognize the impact of United States foreign economic policies during the 1920s.

- **SS.912.A.5.4:** Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.

  Related Access Points

  - **SS.912.A.5.AP.4:** Identify results of the economic boom of the Roaring Twenties such as changed consumers, businesses, manufacturing, and marketing practices.

- **SS.912.A.5.5:** Describe efforts by the United States and other world powers to avoid future wars.

  Related Access Points
  - **SS.912.A.5.AP.5:** Identify actions of the United States and world powers to avoid future wars.

- **SS.912.A.5.6:** Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.

  Related Access Points
  - **SS.912.A.5.AP.6:** Identify the influences of Hollywood, the Harlem Renaissance, the Fundamentalist movement, and Prohibition on American society in the 1920s.

- **SS.912.A.5.7:** Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.

  Related Access Points
  - **SS.912.A.5.AP.7:** Recognize the effects of freedom movements that advocated for civil rights for African Americans, Latinos, Asians, and women.

- **SS.912.A.5.8:**

  Compare the views of Booker T. Washington, W.E.B. DuBois and Marcus Garvey relating to the African American experience.

  Related Access Points
  - **SS.912.A.5.AP.8:** Identify the major view of a leader relating to the African American experience, such as Booker T. Washington, W.E.B. DuBois, or Marcus Garvey.

- **SS.912.A.5.9:** Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.

  Related Access Points
  - **SS.912.A.5.AP.9:** Recognize that support of the Ku Klux Klan changed during the 1920s with respect to issues such as anti-immigrants, anti-African Americans, anti-Catholics, anti-Jewish, anti-women, and anti-unions.

- **SS.912.A.5.10:**

  Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minority groups.

  Related Access Points
  - **SS.912.A.5.AP.10:** Identify reasons why some people supported, and others resisted civil rights for women, African Americans, Native Americans, and other minorities.

- **SS.912.A.5.11:**

  Examine causes, course and consequences of the Great Depression and the New Deal.

  Related Access Points
  - **SS.912.A.5.AP.11:** Identify a cause and a consequence of the Great Depression and the New Deal.

- **SS.912.A.6.1:** Examine causes, course, and consequences of World War II on the United States and the world.

  Related Access Points
  - **SS.912.A.6.AP.1:** Identify major causes and consequences of World War II on the United States and the world.

- **SS.912.A.6.2:** Describe the United States' response in the early years of World War II (e.g., Neutrality Acts, Cash and Carry, Lend Lease Act).

  Related Access Points
  - **SS.912.A.6.AP.2:** Identify the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).

- **SS.912.A.6.3:** Analyze the impact of the Holocaust during World War II on Jews as well as other groups.

  Related Access Points
  - **SS.912.A.6.AP.3:** Identify the impact of the Holocaust during World War II on Jews and other groups.

- **SS.912.A.6.4:** Examine efforts to expand or contract rights for various populations during World War II.

  Related Access Points
  - **SS.912.A.6.AP.4:** Identify the actions to expand or contract rights for various populations during World War II.

- **SS.912.A.6.5:** Explain the impact of World War II on domestic government policy including, but not limited to, rationing and the forced internment of Japanese Americans.

  Related Access Points
  - **SS.912.A.6.AP.5:** Recognize the impact of World War II on domestic government policy including, but not limited to, rationing and the forced internment of Japanese Americans.

- **SS.912.A.6.6:** Analyze the use of atomic weapons during World War II and the aftermath of the bombings.

  Related Access Points
  - **SS.912.A.6.AP.6:** Identify a reason for the use of atomic weapons during World War II and the aftermath of the bombings.

- **SS.912.A.6.7:** Describe the attempts to promote international justice through the Nuremberg Trials.

  Related Access Points
  - **SS.912.A.6.AP.7:** Identify attempts to promote international justice through the Nuremberg Trials.

- **SS.912.A.6.8:** Analyze the effects of the Red Scare on domestic United States policy.

  Related Access Points
  - **SS.912.A.6.AP.8:** Identify the effects of the Red Scare on United States domestic policy.

- **SS.912.A.6.9:** Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.

  Related Access Points

- **SS.912.A.6.AP.9:** Identify the reason for the formation of the United Nations, including the contribution of Mary McLeod Bethune.

- **SS.912.A.6.10:** Examine causes, course, and consequences of the early years of the Cold War (i.e., Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).

  Related Access Points
  - **SS.912.A.6.AP.10:** Identify a cause and consequence of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).

- **SS.912.A.6.11:** Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.

  Related Access Points
  - **SS.912.A.6.AP.11:** Identify the various viewpoints about the spread of nuclear technology in the United States and the world.

- **SS.912.A.6.12:** Examine causes, course, and consequences of the Korean War.

  Related Access Points
  - **SS.912.A.6.AP.12:** Identify a cause and consequence of the Korean War.

- **SS.912.A.6.13:** Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.

  Related Access Points
  - **SS.912.A.6.AP.13:** Identify results of significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.

- **SS.912.A.6.14:** Analyze causes, course, and consequences of the Vietnam War.

  Related Access Points
  - **SS.912.A.6.AP.14:** Identify a cause and consequence of the Vietnam War.

- **SS.912.A.7.1:** Identify causes for Post-World War II prosperity and its effects on American society.

  Related Access Points
  - **SS.912.A.7.AP.1:** Identify a cause and effect of post-World War II prosperity on American society.

- **SS.912.A.7.2:** Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.

  Related Access Points
  - **SS.912.A.7.AP.2:** Identify the prosperity of different ethnic groups and social classes in the post-World War II period.

- **SS.912.A.7.3:** Examine the changing status of women in the United States from post-World War II to present.

  Related Access Points
  - **SS.912.A.7.AP.3:** Identify ways that the role of women in the United States has changed since World War II.

- **SS.912.A.7.4:** Evaluate the success of 1960s era presidents' foreign and domestic policies.

  Related Access Points
  - **SS.912.A.7.AP.4:** Examine foreign and domestic policies and programs in the 1960s.

- **SS.912.A.7.5:** Compare nonviolent and violent approaches utilized by groups (e.g., African Americans, women, Native Americans, Hispanics) to achieve civil rights.

  Related Access Points
  - **SS.912.A.7.AP.5:** Identify violent and nonviolent approaches used by groups (African Americans, women, Native Americans, and Hispanics) to achieve civil rights.

- **SS.912.A.7.6:** Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.

  Related Access Points
  - **SS.912.A.7.AP.6:** Identify important acts of key persons and organizations in the Civil Rights Movement and Black Power Movement.

- **SS.912.A.7.7:** Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.

  Related Access Points
  - **SS.912.A.7.AP.7:** Identify ways African Americans, whites, and other groups joined together to bring about changes in integration and equal rights.

- **SS.912.A.7.8:** Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused and reproductive rights.

  Related Access Points
  - **SS.912.A.7.AP.8:** Identify the importance of Supreme Court cases, relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.

- **SS.912.A.7.9:** Examine the similarities of social movements (e.g., Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.

  Related Access Points
  - **SS.912.A.7.AP.9:** Identify social movements of the 1960s and 1970s (Native Americans, Hispanics, women, anti-war protesters).

- **SS.912.A.7.10:** Analyze the significance of Vietnam and Watergate on the government and people of the United States.

  Related Access Points
  - **SS.912.A.7.AP.10:** Identify the impact of the Vietnam War and Watergate on the government and people of the United States.

- **SS.912.A.7.11:** Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.

  Related Access Points
  - **SS.912.A.7.AP.11:** Identify aspects of United States foreign policy as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.

- **SS.912.A.7.12:** Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

  Related Access Points
  - **SS.912.A.7.AP.12:** Identify political, economic, and social concerns that emerged from the late 1900s to early 2000s.

- **SS.912.A.7.13:** Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.

Related Access Points

- **SS.912.A.7.AP.13:** Identify the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.

- **SS.912.A.7.14:** Review the role of the United States as a participant in the global economy (e.g., trade agreements, international competition, impact on American labor, environmental concerns).

  Related Access Points

  - **SS.912.A.7.AP.14:** Recognize ways the United States participates in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).

- **SS.912.A.7.15:** Analyze the effects of foreign and domestic terrorism on the American people.

  Related Access Points

  - **SS.912.A.7.AP.15:** Identify effects of foreign and domestic terrorism on the American people.

- **SS.912.A.7.16:** Examine changes in immigration policy and attitudes toward immigration since 1950.

  Related Access Points

  - **SS.912.A.7.AP.16:** Identify ways that immigration policy and attitudes have changed since 1950.

- **SS.912.CG.1.1:** Examine how intellectual influences in primary documents contributed to the ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights.

  Clarifications:
  Clarification 1: Students will recognize the influence of the Judeo-Christian tradition, republicanism, the English Constitution and common Law, and the European Enlightenment in establishing the organic laws of the United States in primary documents (e.g., Magna Carta (1215); the Mayflower Compact (1620); the English Bill of Rights (1689); Common Sense (1776); Declaration of Independence (1776); the Constitution of Massachusetts (1780); the Articles of Confederation (1781); the Northwest Ordinance (1787); U.S. Constitution (1789)).

  Related Access Points

  - **SS.912.CG.1.AP.1:** Recognize how influences in primary documents contributed to the ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights.

- **SS.912.CG.1.2:** Explain the influence of Enlightenment ideas on the Declaration of Independence.

  Clarifications:

  Clarification 1: Students will identify grievances listed in the Declaration of Independence in terms of due process of law, individual rights, natural rights, popular sovereignty, and social contract.

  Clarification 2: Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, due process of law, limited government, popular sovereignty, and unalienable rights of life, liberty, and property as they relate to Enlightenment ideas in the Declaration of Independence.

Clarification 3: Students will recognize that national sovereignty, due process of law, natural law, self- evident truth, equality of all persons, limited government, popular sovereignty, and unalienable rights of life, liberty and property form the philosophical foundation of our government.

Related Access Points

- **SS.912.CG.1.AP.2:** Identify the influence of an Enlightenment idea on the Declaration of Independence.

- **SS.912.CG.1.3:** Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.

  Clarifications:

  Clarification 1: Students will recognize that the Federalist Papers argued for a federal system of government, separation of powers and a representative form of government that is accountable to its citizens.

  Clarification 2: Students will analyze Federalist and Anti-Federalist arguments concerning ratification of the U.S. Constitution and inclusion of a bill of rights.

  Related Access Points

  - **SS.912.CG.1.AP.3:** Recognize the arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.

- **SS.912.CG.1.4:** Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.

  Clarifications:

  Clarification 1: Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.

  Clarification 2: Students will evaluate how the documents are connected to one another.

  Clarification 3: Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10. No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.

  Clarification 4: Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).

  Related Access Points

  - **SS.912.CG.1.AP.4:** Identify how the ideals and principles expressed in the founding documents shape America as a constitutional republic

- **SS.912.CG.1.5:** Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.

  Clarifications:

  Clarification 1: Students will explain how the structure and function of the U.S. government reflects these political principles.

Clarification 2: Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.

Clarification 3: Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College).

Related Access Points

- **SS.912.CG.1.AP.5:** Recognize how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.

- **SS.912.CG.2.1:**

  Explain the constitutional provisions that establish and affect citizenship.

  Clarifications:

  Clarification 1: Students will explain how the concept of citizenship in the United Stats has changed over the course of history (i.e., 13th, 14th, 15th, and 19th Amendments).

  Clarification 2: Students will compare birthright citizenship, permanent residency, and naturalization in the United States.

  Clarification 3: Students will differentiate the rights held by native-born citizens, permanent residents, and naturalized citizens (e.g., running for public office).

  Related Access Points

  - **SS.912.CG.2.AP.1:** Identify the constitutional provisions that establish and affect citizenship.

- **SS.912.CG.2.2:** Explain the importance of political and civic participation to the success of the United States' constitutional republic.

  Clarifications:

  Clarification 1: Students will discuss various ways in which U.S. citizens can exercise political and civic participation.

  Clarification 2: Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement).

  Clarification 3: Students will describe the ways in which individuals can be denied and limited in their right to practice political, and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting).

  Related Access Points

  - **SS.912.CG.2.AP.2:** Recognize the importance of political and civic participation to the success of the United States' constitutional republic.

- **SS.912.CG.2.3:** Explain the responsibilities of citizens at the local, state, and national levels.

  Clarifications:

Clarification 1: Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws).

Clarification 2: Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot).

Clarification 3: Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting, and providing information).

Clarification 4: Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.

Related Access Points

- **SS.912.CG.2.AP.3:** Identify a responsibility of citizens at the local, state and national levels.

- **SS.912.CG.2.7:** Analyze the impact of civic engagement as a means of preserving or reforming institutions.

  Clarifications:

  Clarification 1: Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).

  Clarification 2: Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).

  Related Access Points

  - **SS.912.CG.2.AP.7:** Recognize the impact of civic engagement as a means of preserving or reforming institutions.

- **SS.912.CG.3.1:** Analyze how certain political ideologies conflict with the principles of freedom and democracy.

  Clarifications:

  Clarification 1: Students will analyze historic examples of governing systems (e.g., communism and totalitarianism) and actions that conflict with the principles of freedom and democracy (e.g., Mao Zedong and the Cultural Revolution, Stalin and the Soviet System, Fidel Castro and the Cuban Revolution, Vladimir Lenin and the Russian Revolution, Pol Pot and the Khmer Rouge, Nicolás Maduro and the Chavismo movement).

  Clarification 2: Students will identify how authoritarian regimes victimize their citizens through restricting individual rights resulting in poverty, starvation, migration, systemic lethal violence, and suppression of speech.

  Clarification 3: Students will analyze how the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers contribute to the nation's longevity and its ability to overcome challenges, and distinguish the United States' constitutional republic from authoritarian and totalitarian nations.

  Related Access Points

- **SS.912.CG.3.AP.1:** Identify how certain political ideologies conflict with the principles of freedom and democracy.

- **SS.912.CG.3.12:** Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.

  Clarifications:

  Clarification 1: Students will identify examples of the powers reserved and shared among state and the national governments in the American federal system of government.

  Clarification 2: Students will examine the role the Great Compromise had on the eventual establishment of a federal system of fifty equal states.

  Clarification 3: Students will explain specific rights that are granted to the states in the language of the U.S. Constitution and its amendments (e.g., 10th Amendment, defense and extradition).

  Clarification 4: Students will analyze how states have challenged the national government regarding states' rights (e.g., Civil War, the New Deal, No Child Left Behind, Affordable Health Care Act, Civil Rights Movement).

  Related Access Points

  - **SS.912.CG.3.AP.12:** Identify the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.

- **SS.912.CG.3.15:** Explain how citizens are affected by the local, state, and national governments.

  Clarifications:

  Clarification 1: Students will identify local government officials and employees who affect the daily lives of citizens.

  Clarification 2: Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.

  Clarification 3: Students will identify the role of national governmental officials and employees who affect the daily lives of citizens.

  Clarification 4: Students will explain how government at all levels impacts the daily lives of citizens.

  Related Access Points

  - **SS.912.CG.3.AP.15:** Identify how citizens are affected by the local, state and national governments.

- **SS.912.CG.4.1:** Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.

  Clarifications:

  Clarification 1: Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy republic, theocracy).

  Clarification 2: Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism).

Clarification 3: Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population.

Related Access Points

- **SS.912.CG.4.AP.1:** Identify how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.

- **SS.912.E.2.3:** Research contributions of entrepreneurs, inventors, and other key individuals from various demographic backgrounds in the development of the United States.

  Related Access Points

  - **SS.912.E.2.AP.3:** Identify contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.

- **SS.912.E.3.5:** Compare the current United States economy with other developed and developing nations.

  Related Access Points

  - **SS.912.E.3.AP.5:** Identify differences in the economies of the United States and another country.

- **SS.912.G.1.2:** Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

  Related Access Points

  - **SS.912.G.1.AP.2:** Using the Six Essential Elements, describe any given place.

- **SS.912.G.1.3:** Employ applicable units of measurement and scale to solve simple locational problems using maps, and globes.

  Related Access Points

  - **SS.912.G.1.AP.3:** Utilize units of measurement and scale to solve simple locational problems using maps and globes.

- **SS.912.G.2.1:** Identify the physical characteristics and the human characteristics that define and differentiate regions.

  Related Access Points

  - **SS.912.G.2.AP.1:** Identify physical and human characteristics that define and differentiate regions.

- **SS.912.G.4.2:** Use geographic terms and tools to analyze the push, and pull factors contributing to human migration within and among places.

  Related Access Points

  - **SS.912.G.4.AP.2:** Use geographic terms and tools to describe the push/pull factors contributing to human migration.

- **SS.912.G.4.3:** Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

  Related Access Points

  - **SS.912.G.4.AP.3:** Use geographic terms and tools to examine effects of migration on the place of origin and destination, including border areas.

- **SS.912.H.1.1:**

  Relate works in the arts (e.g., architecture, dance, music, theatre, visual arts) of varying styles and genre according to the periods in which they were created.

  Related Access Points
  - **SS.912.H.1.AP.1:** Identify works in the arts, including architecture, music, and visual arts, from time periods, such as Classical, Renaissance, Modern, and Contemporary.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.

- Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.

- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.
- **ELD.K12.ELL.SS.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Course Information

General Notes

Access Courses: Access courses are intended only for students with the most significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations.

Access points in the subject areas of science, art, dance, physical education, theatre, and music provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts, mathematics, social studies and health do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

It is important to note that special attention should also be paid to the “Remarks” and “Clarifications” which provides additional information that aids in teaching the benchmarks with fidelity and clarity.

Mathematics Thinking and Reasoning Standards (MTRs)

The MTR are built on the following premises:

- Florida’s state academic standards for social studies are taught through the lens of the MTRs; the MTRs are embedded throughout every lesson;
- language of the MTRs are expectations for students to use as self-monitoring tools during instruction every day;
- ensures that students are engaged, persevere in tasks, share their thinking, balance conceptual understanding and procedures, assess their solutions and make connections to previous and extended knowledge/learning; and
- standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

English Language Arts (ELA) Expectations (EEs)

- The ELA Expectations are those overarching skills that run through every component of instruction.
- These are skills that students should be using throughout the instruction of Florida’s state academic standards for social studies.

For guidance on the implementation of the EEs, please visit ELA B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS. To access Mathematics Resources please visit B.E.S.T Mathematics Resources (fldoe.org).

English Language Development (ELDs)

- The ELDs are adopted from the World-Class Instruction Design and Assessment Consortium or WIDA.
- The standards represent the social, instructional and academic language that students need to engage with peers, educators and the curriculum in schools.

Teachers are required to provide listening, speaking, reading and writing instruction that allows English Language Learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following
link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

Version Requirements

Required Instruction:

Section 1003.42, Florida Statutes, outlines the topics that must be taught in Florida's public schools as part of required instruction. The Florida Department of Education supports districts in fulfilling these requirements through guidance, resources and tools to ensure students receive instruction that promotes civic responsibility, character development, historical understanding and digital safety.

This course partially satisfies statutory requirements for required instructional components:

- The United States Constitution (2)(b)
- History of the United States (2)(f)
- History of the Holocaust (2)(g)
- African American History (2)(h)
- History of Asian American and Pacific Islanders (2)(i)
- Hispanic contributions to the United States (2)(q)
- Women's contributions to the United States (2)(r)

The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic and sociological events which influenced the development of the United States and the resulting impact on world history.

General Information

Course Number: 7921025

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS US HIST

Number of Credits: Course may be taken for up to two credits
Course Length: Multiple (M) - Course length can vary
Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: United States History

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Social Studies (Elementary Grades 1-6)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Social Studies (Elementary Grades 1-6)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 5-9)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 5-9)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 6-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 6-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** History (Grades 6-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** History (Grades 6-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)

- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Social Studies (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Social Studies (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 5-9)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 5-9)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 6-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 6-12)
- History (Grades 6-12) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- History (Grades 6-12) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
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- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Social Studies (Elementary Grades 1-6)

Access World History (#7921027)

Version: 2026 - And Beyond (current)

World History - 2109310

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **SS.912.G.2.1:** Identify the physical characteristics and the human characteristics that define and differentiate regions.

  Related Access Points
  - **SS.912.G.2.AP.1:** Identify physical and human characteristics that define and differentiate regions.

- **SS.912.G.2.2:** Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

  Related Access Points
  - **SS.912.G.2.AP.2:** Recognize the factors and processes that contribute to the differences between developing and developed regions of the world.

- **SS.912.G.2.3:** Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

  Related Access Points
  - **SS.912.G.2.AP.3:** Use geographic terms and tools to identify regional issues in different parts of the world that have critical economic, physical, or political ramifications in case studies.

- **SS.912.G.4.2:** Use geographic terms and tools to analyze the push, and pull factors contributing to human migration within and among places.

  Related Access Points
  - **SS.912.G.4.AP.2:** Use geographic terms and tools to describe the push/pull factors contributing to human migration.

- **SS.912.G.4.3:** Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

  Related Access Points
  - **SS.912.G.4.AP.3:** Use geographic terms and tools to examine effects of migration on the place of origin and destination, including border areas.

- **SS.912.G.4.7:** Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

  Related Access Points
  - **SS.912.G.4.AP.7:** Use geographic terms and tools to identify characteristics of cultural diffusion throughout selected places, regions, and the world.

- **SS.912.G.4.9:** Use political maps to describe the change in boundaries and governments within continents over time.

  Related Access Points

- **SS.912.G.4.AP.9:** Use political maps to identify changes in boundaries or governments within a continent.

- **SS.912.HE.1.1:** Define the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.

  Clarifications:
  Clarification 1: Students will explain why the Holocaust is history's most extreme example of antisemitism.

  Related Access Points
  - **SS.912.HE.1.AP.1:** Recognize the Holocaust is history's most extreme example of antisemitism, persecution, and murder on the European Jews by Nazi Germany and its collaborators between 1933 and 1945.

- **SS.912.W.1.1:** Use timelines to establish cause and effect relationships of historical events.

  Related Access Points
  - **SS.912.W.1.AP.1:** Use a timeline to identify the cause-and-effect relationships of historical events.

- **SS.912.W.1.2:** Compare time measurement systems used by different cultures.

  Related Access Points
  - **SS.912.W.1.AP.2:** Identify terms of time sequence such as decade, century, and era.

- **SS.912.W.1.3:** Interpret and evaluate primary and secondary sources.

  Related Access Points
  - **SS.912.W.1.AP.3:** Examine and describe information in primary and secondary sources.

- **SS.912.W.1.4:** Explain how historians use historical inquiry and other sciences to understand the past.

  Related Access Points
  - **SS.912.W.1.AP.4:** Identify how historians use historical inquiry and related sciences to understand the past.

- **SS.912.W.1.5:** Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

  Related Access Points
  - **SS.912.W.1.AP.5:** Compare differences in interpretations of historians about events

- **SS.912.W.1.6:** Evaluate the role of history in shaping identity and character.

  Related Access Points
  - **SS.912.W.1.AP.6:** Identify the role of history in shaping the identity of culture and character.

- **SS.912.W.2.1:** Locate the extent of Byzantine territory at the height of the empire.

  Related Access Points
  - **SS.912.W.2.AP.1:** Locate the extent of Byzantine territory at the height of the empire

- **SS.912.W.2.2:** Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.

  Related Access Points

- **SS.912.W.2.AP.2:** Describe the impact of Constantine the Great's establishment of Constantinople and Christianity as a legal religion.

- **SS.912.W.2.3:** Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.

  Related Access Points
  - **SS.912.W.2.AP.3:** Compare the impact of the old Roman Empire on the continuation of the newly formed Byzantine Empire.

- **SS.912.W.2.4:** Identify key figures associated with the Byzantine Empire.

  Related Access Points
  - **SS.912.W.2.AP.4:** Identify key figures associated with the Byzantine Empire.

- **SS.912.W.2.5:** Explain the contributions of the Byzantine Empire.

  Related Access Points
  - **SS.912.W.2.AP.5:** Identify the major influences of the Byzantine Empire on the development of Western Civilizations such as Justinian's Code.

- **SS.912.W.2.6:** Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.

  Related Access Points
  - **SS.912.W.2.AP.6:** Identify the effects of the Great Christian Schism.

- **SS.912.W.2.7:**

  Analyze causes (e.g., Justinian's Plague, ongoing attacks from the “barbarians,” the Crusades, internal political turmoil) of the decline of the Byzantine Empire.

  Related Access Points
  - **SS.912.W.2.AP.7:** Identify the causes of the decline of the Byzantine Empire.

- **SS.912.W.2.8:** Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conqueror and Suleyman the Magnificent.

  Related Access Points
  - **SS.912.W.2.AP.8:** Describe the rise of the Ottoman Turks, and the conquest of Constantinople in 1453.

- **SS.912.W.2.9:** Analyze the impact of the collapse of the Western Roman Empire on Europe.

  Related Access Points
  - **SS.912.W.2.AP.9:** Explain the impact of the collapse of the Western Roman Empire on Europe.

- **SS.912.W.2.10:** Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism and the development of private property as a distinguishing feature of Western Civilization.

  Related Access Points
  - **SS.912.W.2.AP.10:** Identify the social rankings in medieval society and the role feudalism played in Western Civilization.

- **SS.912.W.2.11:** Describe the rise and achievements of significant rulers in medieval Europe.

Related Access Points

- **SS.912.W.2.AP.11:** Identify the achievements under the leadership of significant rulers.

- **SS.912.W.2.12:** Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.

  Related Access Points

  - **SS.912.W.2.AP.12:** Recognize ways Christian monasteries and convents helped the people through education, charity, and agriculture.

- **SS.912.W.2.13:** Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.

  Related Access Points

  - **SS.912.W.2.AP.13a:** Recognize how Western civilization was influenced by Greco-Roman civilization.
  - **SS.912.W.2.AP.13b:** Recognize how cultural unity within Europe was impacted by Judeo-Christian influence.

- **SS.912.W.2.14:** Describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe.

  Related Access Points

  - **SS.912.W.2.AP.14:** Recognize difficulties experienced by Western Europe in the 1300s, such as the Great Famine, Black Death, and the Hundred Years War.

- **SS.912.W.2.15:** Determine the factors that contributed to the growth of a modern economy.

  Related Access Points

  - **SS.912.W.2.AP.15:** Recognize how the modern economy developed, such as from the growth of the early banking system, advancements in agriculture, the rise of the merchant class, and the growth of towns and cities.

- **SS.912.W.2.16:** Trace the growth and development of a national identity in the countries of England, France, and Spain.

  Related Access Points

  - **SS.912.W.2.AP.16:** Identify the characteristics and development of national identity in England, France, and Spain.

- **SS.912.W.2.17:** Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.

  Related Access Points

  - **SS.912.W.2.AP.17:** Recognize figures, such as Thomas Aquinas and Roger Bacon, and achievements, such as the advancement of education and law, of the medieval period in Western Europe.

- **SS.912.W.2.18:**

  Describe developments in medieval English legal and constitutional history and the importance leading to the rise of modern democratic institutions and procedures.

  Related Access Points

- **SS.912.W.2.AP.18a:** Recognize that developments in medieval English history established legal principles, such as English Common law, the Magna Carta, and habeas corpus.
- **SS.912.W.2.AP.18b:** Identify the influence of medieval legal principles on the development of modern democratic institutions.

- **SS.912.W.2.19:** Describe the impact of Japan's physiography on its economic and political development.

  Related Access Points
  - **SS.912.W.2.AP.19:** Identify physical features of Japan that impacted its development.

- **SS.912.W.2.20:** Summarize the major cultural, economic, political, and religious developments in medieval Japan.

  Related Access Points
  - **SS.912.W.2.AP.20:** Identify major developments in medieval Japan, such as the influence of the religions, feudal system, government, and military.

- **SS.912.W.2.21:** Compare Japanese feudalism with Western European feudalism during the Middle Ages.

  Related Access Points
  - **SS.912.W.2.AP.21:** Compare Japanese feudalism with Western European feudalism during the Middle Ages.

- **SS.912.W.2.22:** Describe Japan's cultural and economic relationship to China and Korea.

  Related Access Points
  - **SS.912.W.2.AP.22:** Identify an example of Japan's cultural and economic relationship to China and Korea.

- **SS.912.W.3.1:** Discuss significant people and beliefs associated with Islam.

  Related Access Points
  - **SS.912.W.3.AP.1:** Identify significant people and beliefs associated with Islam, such as Muhammad, Islamic law, and the relationship between government and religion.

- **SS.912.W.3.2:** Compare the major beliefs and principles of Judaism, Christianity, and Islam.

  Related Access Points
  - **SS.912.W.3.AP.2:** Compare the major beliefs and principles of Judaism, Christianity, and Islam.

- **SS.912.W.3.3:** Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.

  Related Access Points
  - **SS.912.W.3.AP.3:** Recognize effects of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula, such as the Crusades, the capture of Jerusalem, and conversion of the Mongols to Islam.

- **SS.912.W.3.4:** Describe the expansion of Islam into India and the relationship between Muslims and Hindus.

  Related Access Points

- **SS.912.W.3.AP.4:** Identify factors that led to the expansion of Islam into India, such as traders, missionary activities, invasions, and the introduction of the Islamic faith to Hindus in India.

- **SS.912.W.3.5:** Describe the achievements, contributions and key figures associated with the Islamic Golden Age.

  Related Access Points

  - **SS.912.W.3.AP.5:** Recognize achievements, contributions, and key figures associated with the Islamic Golden Age, such as in medicine (Avicenna), mathematics, and philosophy (Averroes).

- **SS.912.W.3.6:** Describe key economic, political, and social developments in Islamic history.

  Related Access Points

  - **SS.912.W.3.AP.6:** Recognize key developments in Islamic history, such as the form of government (caliphate), the formation of different religious groups, Sunni and Shi'a, and the importance of slave trade.

- **SS.912.W.3.7:** Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.

  Related Access Points

  - **SS.912.W.3.AP.7:** Recognize effects of the European response to Islamic expansion, such as the Crusades and Reconquista.

- **SS.912.W.3.8:** Identify important figures associated with the Crusades.

  Related Access Points

  - **SS.912.W.3.AP.8:** Identify important figures associated with the Crusades.

- **SS.912.W.3.9:** Trace the growth of major sub-Saharan African kingdoms and empires.

  Related Access Points

  - **SS.912.W.3.AP.9:** Identify the growth of sub-Saharan African kingdoms and empires, such as Ghana, Mali, or Songhai.

- **SS.912.W.3.10:** Identify key significant economic, political, and social characteristics of Ghana.

  Related Access Points

  - **SS.912.W.3.AP.10:** Recognize significant characteristics of Ghana, such as salt and gold trade, matrilineal inheritance, rise of Islam, and slavery.

- **SS.912.W.3.11:** Identify key figures and significant economic, political, and social characteristics associated with Mali.

  Related Access Points

  - **SS.912.W.3.AP.11:** Recognize significant characteristics of Mali, such as Mansa Musa, gold mining, salt trade, and slavery.

- **SS.912.W.3.12:** Identify key figures and significant economic, political, and social characteristics associated with Songhai.

  Related Access Points

  - **SS.912.W.3.AP.12:** Identify characteristics associated with Songhai, such as gold, salt trade, Sankore University, and provincial political structure.

- **SS.912.W.3.13:** Compare economic, political, and social developments in East, West, and South Africa.

  Related Access Points
  - **SS.912.W.3.AP.13:** Recognize economic, political, and social developments in East, West, and South Africa.

- **SS.912.W.3.14:** Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.

  Related Access Points
  - **SS.912.W.3.AP.14:** Recognize factors that led to the fall of the empires of Ghana, Mali, and Songhai, such as disruption of trade and internal political struggles.

- **SS.912.W.3.15:** Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.

  Related Access Points
  - **SS.912.W.3.AP.15:** Identify legacies, such as religion, astronomy, and architecture, of the Olmec, Zapotec, and Chavin on later civilizations.

- **SS.912.W.3.16:** Locate major civilizations of Mesoamerica and Andean South America.

  Related Access Points
  - **SS.912.W.3.AP.16:** Recognize major civilizations of Mesoamerica and Andean South America, such as the Maya, Aztec, and Inca.

- **SS.912.W.3.17:** Describe the roles of people in the Maya, Inca, and Aztec societies.

  Related Access Points
  - **SS.912.W.3.AP.17:** Recognize the roles of people, such as class structures, family life, warfare, religious beliefs and practices, and slavery in Maya, Inca, and Aztec societies.

- **SS.912.W.3.18:** Compare the key economic, cultural, and political characteristics of the major civilizations of Mesoamerican and South America.

  Related Access Points
  - **SS.912.W.3.AP.18:** Recognize common characteristics of the major civilizations of Meso and South America, such as agriculture, architecture, astronomy, mathematics, and government.

- **SS.912.W.3.19:** Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.

  Related Access Points
  - **SS.912.W.3.AP.19:** Identify the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.

- **SS.912.W.4.1:** Identify the economic and political causes for the rise of the Italian city- states (i.e., Florence, Milan, Naples, Rome, Venice).

  Related Access Points
  - **SS.912.W.4.AP.1:** Recognize that Italian city-states, such as Florence, Milan, Naples, Venice, had ideal locations on the Italian peninsula that made them grow wealthy through trade and cultural diversity.

- **SS.912.W.4.2:** Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (i.e., Classical, Byzantine, Islamic, Western European).

Related Access Points

- **SS.912.W.4.AP.2:** Recognize an influence of architectural, artistic, and literary development of Renaissance Italy.

- **SS.912.W.4.3:** Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.

  Related Access Points

  - **SS.912.W.4.AP.3:** Recognize the artistic, literary and technological contributions during the Renaissance of artists, such as da Vinci and Michelangelo; of writers, such as Petrarch and Shakespeare; and of inventors, such as Gutenberg.

- **SS.912.W.4.4:** Identify characteristics of Renaissance humanism in works of art.

  Related Access Points

  - **SS.912.W.4.AP.4:** Identify characteristics of Renaissance humanism in literature and the arts.

- **SS.912.W.4.5:** Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.

  Related Access Points

  - **SS.912.W.4.AP.5:** Recognize new ideas developed during the Scientific Revolution, such as the discovery that the Earth and planets revolve around the Sun, the pendulum, the law of gravity, the scientific method, and the microscope.

- **SS.912.W.4.6:** Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.

  Related Access Points

  - **SS.912.W.4.AP.6:** Recognize how scientific theories and methods of the Scientific Revolution challenged the beliefs of the early classical and medieval periods.

- **SS.912.W.4.7:**

  Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus, and the impact on later reformers.

  Related Access Points

  - **SS.912.W.4.AP.7:** Recognize the impact of the Roman Catholic reformers, such as Erasmus, Wycliffe, or Huss.

- **SS.912.W.4.8:** Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.

  Related Access Points

  - **SS.912.W.4.AP.8:** Recognize the effect of the Protestant religious reforms of Luther, Calvin, and Henry VIII.

- **SS.912.W.4.9:**

  Analyze the Roman Catholic Church’s response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.

  Related Access Points

  - **SS.912.W.4.AP.9:** Recognize the reforms that were enacted by the Roman Catholic Church during the Catholic Counter Reformation.

- **SS.912.W.4.10:** Identify the major contributions of individuals associated with the Scientific Revolution.

  Related Access Points
  - **SS.912.W.4.AP.10:** Identify the major contributions of individuals associated with the Scientific Revolution.

- **SS.912.W.4.11:** Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.

  Related Access Points
  - **SS.912.W.4.AP.11a:** Recognize causes that led to the Age of Exploration, such as the need for new routes and goods to trade.
  - **SS.912.W.4.AP.11b:** Identify the major voyages and sponsors within the Age of Exploration.

- **SS.912.W.4.12:** Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.

  Related Access Points
  - **SS.912.W.4.AP.12:** Recognize impacts of the Columbian Exchange, such as the exchange of agricultural goods, diseases, and ideas between Europe, Africa, and the Americas.

- **SS.912.W.4.13:** Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.

  Related Access Points
  - **SS.912.W.4.AP.13:** Recognize ways the economic and political systems of Portugal, Spain, the Netherlands, France, and England were used in the Americas.

- **SS.912.W.4.14:** Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.

  Related Access Points
  - **SS.912.W.4.AP.14:** Recognize how the practice of slavery and other forms of forced labor differed in Africa, Europe, and the Americas.

- **SS.912.W.4.15:** Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.

  Related Access Points
  - **SS.912.W.4.AP.15:** Identify the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.

- **SS.912.W.5.1:** Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.

  Related Access Points
  - **SS.912.W.5.AP.1:** Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.

- **SS.912.W.5.2:** Identify major causes of the Enlightenment.

  Related Access Points

- **SS.912.W.5.AP.2:** Compare influences of the Enlightenment, such as the Renaissance, Scientific Revolution, and Reformation.

- **SS.912.W.5.3:** Summarize the major ideas of Enlightenment philosophers.

  Related Access Points
  - **SS.912.W.5.AP.3:** Recognize major ideas of Enlightenment philosophers, such as the importance of a government and natural rights.

- **SS.912.W.5.4:** Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.

  Related Access Points
  - **SS.912.W.5.AP.4:** Identify ways the Enlightenment influenced development in the Western World, such as the spread of democracy and equality in politics and religious freedom.

- **SS.912.W.5.5:** Analyze the extent to which the Enlightenment impacted the American and French Revolutions.

  Related Access Points
  - **SS.912.W.5.AP.5:** Identify how the Enlightenment impacted the American and French Revolutions.

- **SS.912.W.5.6:** Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.

  Related Access Points
  - **SS.912.W.5.AP.6:** Recognize effects of the French Revolution, including the rise and rule of Napoleon.

- **SS.912.W.5.7:** Describe the causes and effects of 19th century Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and Louverture.

  Related Access Points
  - **SS.912.W.5.AP.7:** Describe the causes and effects of 19th Century Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Ouverture.

- **SS.912.W.6.1:** Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States and Japan.

  Related Access Points
  - **SS.912.W.6.AP.1:** Recognize the agricultural and technological innovations that led to industrialization in Western Europe, the United States, and Japan.

- **SS.912.W.6.2:** Summarize the social and economic effects of the Industrial Revolution.

  Related Access Points
  - **SS.912.W.6.AP.2:** Recognize the social and economic effects of the Industrial Revolution, such as increased productivity, the rise of the middle class, and the conditions faced by workers.

- **SS.912.W.6.3:** Compare the philosophies of capitalism, socialism and communism as described by Adam Smith, Robert Owen, and Karl Marx.

  Related Access Points

- **SS.912.W.6.AP.3:** Compare the major differences between the philosophies of Adam Smith, Robert Owen, and Karl Marx, capitalism and communism.

- **SS.912.W.6.4:** Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean and Latin America.

  Related Access Points
  - **SS.912.W.6.AP.4:** Recognize effects of reform movements during the 19th and early 20th century, such as abolition of slavery in the British Empire, expansion of women's rights, and labor laws.

- **SS.912.W.6.5:** Summarize the causes, key events, and effects of the unification of Italy and Germany.

  Related Access Points
  - **SS.912.W.6.AP.5:** Recognize the causes, key events, and effects of the unification of Italy and Germany.

- **SS.912.W.6.6:** Analyze the causes and effects of imperialism.

  Related Access Points
  - **SS.912.W.6.AP.6:** Recognize the cause and effects of imperialism, such as social and religious impact on Indigenous peoples, expansion of political and economic control of other countries, and perceived superiority of Western ways.

- **SS.912.W.6.7:** Identify major events in China during the 19th and early 20th centuries related to imperialism.

  Related Access Points
  - **SS.912.W.6.AP.7:** Recognize major events in China, such as the Western incursions and the nationalist revolution and formation of the Republic of China.

- **SS.912.W.7.1:**

  Analyze the causes of World War I, including the formation of European alliances and the roles of imperialism, nationalism, and militarism.

  Related Access Points
  - **SS.912.W.7.AP.1:** Recognize major causes of World War I, such as imperialism, nationalism, and militarism, and the formation of European alliances.

- **SS.912.W.7.2:** Describe the changing nature of warfare during World War I.

  Related Access Points
  - **SS.912.W.7.AP.2:** Describe the changing nature of warfare during World War I, such as the use of new weapons and strategies and increased destruction of the land and human life.

- **SS.912.W.7.3:** Summarize significant effects of World War I.

  Related Access Points
  - **SS.912.W.7.AP.3:** Recognize the important effects of World War I, such as the breakup of empires into separate countries and the Treaty of Versailles.

- **SS.912.W.7.4:** Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.

Related Access Points

- **SS.912.W.7.AP.4:** Identify effects of the German economic crisis of the 1920s and global depression of the 1930s, such as closing of businesses and banks, loss of jobs, poverty, and how governments responded.

- **SS.912.W.7.5:** Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.

  Related Access Points

  - **SS.912.W.7.AP.5:** Recognize why authoritarian governments came to power in the Soviet Union, Italy, Germany, and Spain and identify the main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.

- **SS.912.W.7.6:** Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.

  Related Access Points

  - **SS.912.W.7.AP.6:** Recognize that the Soviet Union and Nazi Germany used mass terror and restriction of individual rights in order to control their people.

- **SS.912.W.7.7:** Trace the causes and key events related to World War II.

  Related Access Points

  - **SS.912.W.7.AP.7:** Recognize the causes of World War II and the major events in the war, such as rise of totalitarian governments, conquest of countries in Europe, the Japanese invasion of China; and the bombing of Pearl Harbor, the Battle of Midway; and the D-Day invasion.

- **SS.912.W.7.8:** Explain the causes, events and effects of the Holocaust (1933-1945) including its roots in the long tradition of antisemitism, 19th century ideas about race and nation and Nazi dehumanization of the Jews and other victims.

  Related Access Points

  - **SS.912.W.7.AP.8:** Recognize major effects of the Holocaust (1933-1945), including the Nazi dehumanization of Jews and other victims, long tradition of antisemitism, and 19th century ideas about race and nation.

- **SS.912.W.7.9:** Identify the wartime strategy and post-war plans of the Allied leaders.

  Related Access Points

  - **SS.912.W.7.AP.9:** Recognize the wartime strategies and post-war plans that were developed by the Allied leaders, such as Churchill, Roosevelt, and Stalin

- **SS.912.W.7.10:** Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.

  Related Access Points

  - **SS.912.W.7.AP.10:** Recognize that President Truman's decision to drop the atomic bombs on Japan ended the war but led to the beginning of the nuclear arms race.

- **SS.912.W.7.11:** Describe the effects of World War II.

  Related Access Points

  - **SS.912.W.7.AP.11:** Recognize effects of World War II, such as death of soldiers and civilians, destruction of land and property, and creation of the United Nations.

- **SS.912.W.8.1:** Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.

  Related Access Points
  - **SS.912.W.8.AP.1:** Recognize that the countries of NATO aligned with the United States and countries in the Warsaw Pact aligned with the Soviet Union after World War II.

- **SS.912.W.8.2:** Describe characteristics of the early Cold War.

  Related Access Points
  - **SS.912.W.8.AP.2:** Identify characteristics of the early Cold War, such as the Truman Doctrine, Marshall Plan, NATO, and the Iron Curtain.

- **SS.912.W.8.3:** Summarize key developments in post-war China.

  Related Access Points
  - **SS.912.W.8.AP.3:** Recognize that China became a world power after the communists defeated the nationalists in the Chinese Civil War.

- **SS.912.W.8.4:** Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.

  Related Access Points
  - **SS.912.W.8.AP.4:** Identify effects of the arms race, such as increased weapons and armies in Africa, Asia, Latin America, and the Middle East.

- **SS.912.W.8.5:** Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.

  Related Access Points
  - **SS.912.W.8.AP.5:** Recognize factors that led to the fall of communism in the Soviet Union and Eastern Europe, such as the arms race and resistance by the citizens within the countries.

- **SS.912.W.8.6:** Explain the 20th century background for the establishment of the modern state of Israel in 1948, including the Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts between Israel and the Arab-Muslim world.

  Related Access Points
  - **SS.912.W.8.AP.6:** Recognize a reason why Israel became a country and characteristics of conflicts between Israel and the Arab world including the Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts.

- **SS.912.W.8.7:** Compare post-war independence movements in African, Asian, and Caribbean countries.

  Related Access Points
  - **SS.912.W.8.AP.7:** Identify post-war independence movements in African, Asian, or Caribbean colonies.

- **SS.912.W.8.8:** Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.

  Related Access Points
  - **SS.912.W.8.AP.8:** Recognize the goals of nationalist leaders, such as Mahatma Ghandi, Fidel Castro, and Gamal Abdel Nasser, in the post-war era.

- **SS.912.W.8.9:** Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean and Latin America.

Related Access Points

- **SS.912.W.8.AP.9:** Identify the successes and failures of the democratic reformation in Africa, Asia, the Caribbean, and Latin America.

- **SS.912.W.8.10:** Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.

  Related Access Points

  - **SS.912.W.8.AP.10:** Recognize impacts of religious fundamentalism and other factors in the Middle East, such as the Iranian Revolution, armed warriors (Mujahideen) in Afghanistan, and the Persian Gulf War in the last half of the 20th century.

- **SS.912.W.9.1:** Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

  Related Access Points

  - **SS.912.W.9.AP.1:** Recognize major scientific figures and breakthroughs of the 20th century, important discoveries, and their impact on everyday life.

- **SS.912.W.9.2:** Describe the causes and effects of post-World War II economic and demographic changes.

  Related Access Points

  - **SS.912.W.9.AP.2:** Recognize effects of post-World War II economic changes, such as medical and technological advances, increased consumption, and rise in expectations for standards of living.

- **SS.912.W.9.3:** Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.

  Related Access Points

  - **SS.912.W.9.AP.3a:** Recognize that governmental policies and economic, religious, and other cultural factors have contributed to acts of discrimination, ethnic cleansing, or genocide in Cambodia, the Balkans, Rwanda and Darfur.
  - **SS.912.W.9.AP.3b:** Describe governmental and non-governmental responses to mass national genocide in Cambodia, the Balkans, Rwanda and Darfur.

- **SS.912.W.9.4:** Describe the causes and effects of twentieth century nationalist conflicts.

  Related Access Points

  - **SS.912.W.9.AP.4:** Describe the causes and effects of twentieth century nationalist conflicts.

- **SS.912.W.9.5:** Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.

  Related Access Points

  - **SS.912.W.9.AP.5:** Identify the impacts of pandemics within developing countries.

- **SS.912.W.9.6:** Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.

  Related Access Points

- **SS.912.W.9.AP.6a:** Recognize ways nations participate in global trade and trade agreements with other countries including trade blocs such as European Union and NAFTA.
- **SS.912.W.9.AP.6b:** Recognize the impact of increased globalization in the 20th and 21st centuries.

- **SS.912.W.9.7:**

  Describe the impact of, and global response to, international terrorism.

  Related Access Points
  - **SS.912.W.9.AP.7:** Recognize the impact and response to threats of international terrorism.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.

- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade

student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.
- **ELD.K12.ELL.SS.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Course Information

General Notes

Access Courses: Access courses are intended only for students with the most significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations.

Access points in the subject areas of science, art, dance, physical education, theatre, and music provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts, mathematics, social studies and health do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

It is important to note that special attention should also be paid to the “Remarks” and “Clarifications” which provides additional information that aids in teaching the benchmarks with fidelity and clarity.

Mathematics Thinking and Reasoning Standards (MTRs)

The MTR are built on the following premises:

- Florida’s state academic standards for social studies are taught through the lens of the MTRs; the MTRs are embedded throughout every lesson;
- language of the MTRs are expectations for students to use as self-monitoring tools during instruction every day;
- ensures that students are engaged, persevere in tasks, share their thinking, balance conceptual understanding and procedures, assess their solutions and make connections to previous and extended knowledge/learning; and
- standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

English Language Arts (ELA) Expectations (EEs)

- The ELA Expectations are those overarching skills that run through every component of instruction.

- These are skills that students should be using throughout the instruction of Florida's state academic standards for social studies.

For guidance on the implementation of the EEs, please visit ELA B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS. To access Mathematics Resources please visit B.E.S.T Mathematics Resources (fldoe.org).

English Language Development (ELDs)

- The ELDs are adopted from the World-Class Instruction Design and Assessment Consortium or WIDA.
- The standards represent the social, instructional and academic language that students need to engage with peers, educators and the curriculum in schools.

Teachers are required to provide listening, speaking, reading and writing instruction that allows English Language Learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following
link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

Version Requirements

Required Instruction:

Section 1003.42, Florida Statutes, outlines the topics that must be taught in Florida's public schools as part of required instruction. The Florida Department of Education supports districts in fulfilling these requirements through guidance, resources and tools to ensure students receive instruction that promotes civic responsibility, character development, historical understanding and digital safety.

This course partially satisfies statutory requirements for required instructional components:

- History of the Holocaust (2)(g)
- African American History (2)(h)
- History of Asian American and Pacific Islanders (2)(i)

This course is a continued in-depth study of the history of civilizations and societies from the middle school course and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century.

General Information

Course Number: 7921027

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS WORLD HISTORY

Number of Credits: One (1) credit

Course Length: Multiple (M) - Course length can vary

Course Type: Core Academic Course
Course Level: 2
Course Status: Course Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: World History

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Social Studies (Elementary Grades 1-6)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Social Studies (Elementary Grades 1-6)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 5-9)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 5-9)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 6-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 6-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** History (Grades 6-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** History (Grades 6-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Social Studies (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)

- Social Studies (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 5-9)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 5-9)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 6-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 6-12)
- History (Grades 6-12) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- History (Grades 6-12) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Social Studies (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Social Studies (Elementary Grades 1-6)

Access Florida History (#7921031)

Version: 2026 - And Beyond (current)

Florida History - 2100350

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **SS.912.A.1.1:** Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.

  Related Access Points
  - **SS.912.A.1.AP.1:** Identify the importance of historiography when interpreting events in history.

- **SS.912.A.1.2:** Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

  Related Access Points
  - **SS.912.A.1.AP.2:** Identify the author and purpose of significant historical documents using primary and secondary sources.

- **SS.912.A.1.3:** Utilize timelines to identify the time sequence of historical data.

  Related Access Points
  - **SS.912.A.1.AP.3:** Use a timeline to identify the sequence of historical data.

- **SS.912.A.1.4:** Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.

  Related Access Points
  - **SS.912.A.1.AP.4:** Interpret images, symbols, objects, cartoons, graphs, charts, maps, artwork, artifacts, or writings to obtain information about a time period and events from the past.

- **SS.912.A.1.5:**

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

  Related Access Points
  - **SS.912.A.1.AP.5:** Determine the accuracy of current events and Internet resources by comparing them to reliable sources.

- **SS.912.A.1.6:** Use case studies to explore social, political, legal, and economic relationships in history.

  Related Access Points
  - **SS.912.A.1.AP.6:** Use a case study to explore social, political, legal, and economic relationships in history.

- **SS.912.A.1.7:** Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.

  Related Access Points
  - **SS.912.A.1.AP.7:** Describe selected socio-cultural aspects of American life, such as the arts, artifacts, literature, education, and publications.

- **SS.912.A.2.1:** Review causes and consequences of the Civil War.

  Related Access Points
  - **SS.912.A.2.AP.1:** Recognize a major cause and consequence of the Civil War.

- **SS.912.A.2.2:** Assess the influence of significant people or groups on Reconstruction.

  Related Access Points
  - **SS.912.A.2.AP.2:** Describe the influence of significant people or groups on Reconstruction.

- **SS.912.A.2.5:** Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.

  Related Access Points
  - **SS.912.A.2.AP.5:** Describe how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.

- **SS.912.A.2.6:**

  Compare the effects of the Black Codes and the Nadir on freed people and analyze the sharecropping system and debt peonage as practiced in the United States.

  Related Access Points
  - **SS.912.A.2.AP.6a:** Identify one effect of the Black Codes and the Nadir on freed people.
  - **SS.912.A.2.AP.6b:** Identify the sharecropping and debt peonage system that was practiced in the United States.

- **SS.912.A.2.7:** Review the Native American experience.

  Related Access Points
  - **SS.912.A.2.AP.7:** Identify one of the Native American experiences during the westward expansion.

- **SS.912.A.3.1:**
  Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.

  Related Access Points
  - **SS.912.A.3.AP.1:** Identify a response to economic challenges faced by farmers in the mid to late 1800s.

- **SS.912.A.3.2:** Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.

  Related Access Points
  - **SS.912.A.3.AP.2:** Examine one social, political, and economic development in the second Industrial Revolution (e.g., mass production of consumer goods, including transportation, food and drink, clothing, and entertainment [cinema, radio, the gramophone]).

- **SS.912.A.3.3:** Compare the first and second Industrial Revolutions in the United States.

  Related Access Points
  - **SS.912.A.3.AP.3:** Compare one development or invention in the first and second Industrial Revolutions in the United States.

- **SS.912.A.3.4:** Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.

Related Access Points

- **SS.912.A.3.AP.4:** Identify how developments in industry affected the United States economy, such as steel, oil, transportation, communications, and business practices.

- **SS.912.A.3.6:** Analyze changes that occurred as the United States shifted from agrarian to an industrial society.

  Related Access Points

  - **SS.912.A.3.AP.6:** Identify changes that occurred as the United States shifted from an agrarian to an industrial society.

- **SS.912.A.3.13:** Examine key events and peoples in Florida history as they relate to United States history.

  Related Access Points

  - **SS.912.A.3.AP.13:** Identify a key event or person in Florida history related to United States history.

- **SS.912.A.5.7:** Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.

  Related Access Points

  - **SS.912.A.5.AP.7:** Recognize the effects of freedom movements that advocated for civil rights for African Americans, Latinos, Asians, and women.

- **SS.912.A.5.10:**

  Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minority groups.

  Related Access Points

  - **SS.912.A.5.AP.10:** Identify reasons why some people supported, and others resisted civil rights for women, African Americans, Native Americans, and other minorities.

- **SS.912.A.6.9:** Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.

  Related Access Points

  - **SS.912.A.6.AP.9:** Identify the reason for the formation of the United Nations, including the contribution of Mary McLeod Bethune.

- **SS.912.A.7.5:** Compare nonviolent and violent approaches utilized by groups (e.g., African Americans, women, Native Americans, Hispanics) to achieve civil rights.

  Related Access Points

  - **SS.912.A.7.AP.5:** Identify violent and nonviolent approaches used by groups (African Americans, women, Native Americans, and Hispanics) to achieve civil rights.

- **SS.912.A.7.6:** Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.

  Related Access Points

  - **SS.912.A.7.AP.6:** Identify important acts of key persons and organizations in the Civil Rights Movement and Black Power Movement.

- **SS.912.A.7.7:** Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.

Related Access Points

- **SS.912.A.7.AP.7:** Identify ways African Americans, whites, and other groups joined together to bring about changes in integration and equal rights.

- **SS.912.A.7.8:** Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused and reproductive rights.

  Related Access Points

  - **SS.912.A.7.AP.8:** Identify the importance of Supreme Court cases, relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.

- **SS.912.A.7.9:** Examine the similarities of social movements (e.g., Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.

  Related Access Points

  - **SS.912.A.7.AP.9:** Identify social movements of the 1960s and 1970s (Native Americans, Hispanics, women, anti-war protesters).

- **SS.912.A.7.12:** Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

  Related Access Points

  - **SS.912.A.7.AP.12:** Identify political, economic, and social concerns that emerged from the late 1900s to early 2000s.

- **SS.912.A.7.14:** Review the role of the United States as a participant in the global economy (e.g., trade agreements, international competition, impact on American labor, environmental concerns).

  Related Access Points

  - **SS.912.A.7.AP.14:** Recognize ways the United States participates in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).

- **SS.912.AA.1.12:** Examine the significance of “Ladinos” (Africans, Atlantic creoles) and Spanish explorers who laid claim to “La Florida.”

  Clarifications:
  Clarification 1: Instruction includes how Spanish-controlled Florida attracted escaping slaves with the promise of freedom.

  Related Access Points

  - **SS.912.AA.1.AP.12:** Identify the significance of "Ladinos" (Africans, Atlantic creoles) and Spanish explorers who laid claim to "La Florida."

- **SS.912.AA.2.15:** Describe the effects produced by asylum offered to slaves by Spanish Florida.

  Clarifications:

  Clarification 1: Instruction includes the significance of Fort Mose as the first free African community in the United States and the role it and the Seminole Tribe played in the Underground Railroad.

  Clarification 2: Instruction includes the role of Florida and larger Gulf Coast region in the War of 1812 as the British offered liberation to slaves.

  Related Access Points

- **SS.912.AA.2.AP.15:** Identify the effects produced by asylum offered to slaves by Spanish Florida.

- **SS.912.AA.2.16:** Describe Florida colonies that existed between the colonial period through the acquisition of Florida with the Adams-Onís Treaty of 1819, which was called the Transcontinental Treaty and ratified in 1821.

  Related Access Points

  - **SS.912.AA.2.AP.16:** Identify different colonies that existed in Florida between the colonial period until the United States acquired Florida through the Adams-Onis Treaty of 1819, which was ratified in 1821.

- **SS.912.AA.3.14:** Examine key figures and events from Florida that affected African Americans.

  Clarifications:

  Clarification 1: Instruction includes key events that occurred in Florida during the 19th century (e.g., Battle of Olustee).

  Clarification 2: Instruction includes early examples of African American playwrights, novelists, poets, actors, politicians and merchants (e.g., Jonathan C. Gibbs, Josiah Walls, Robert Meacham, Blanche Armwood, Mary McLeod Bethune, Harry T. Moore, Harriet Moore, James Weldon Johnson).

  Clarification 3: Instruction includes the settlements of forts, towns and communities by African Americans and its impact on the state of Florida post-Civil War (e.g., Fort Pickens, Eatonville, Lincolnville).

  Related Access Points

  - **SS.912.AA.3.AP.14:** Identify key figures and events from Florida during the 19th century that affected African Americans.

- **SS.912.AA.4.13:** Examine key events and persons related to society, economics, and politics in Florida as they influenced African American experiences.

  Clarifications:

  Clarification 1: Instruction includes events and figures relating to society, economics and politics in Florida (e.g., Florida Supreme Court Justice Joseph W. Hatchett, Florida Supreme Court Justice Peggy A. Quince, Gwen Cherry, Carrie Meek, Joe Lang Kershaw, Arnett E. Girardeau, Zora Neale Hurston, Alice Walker, A. Philip Randolph, Tallahassee Bus Boycott of 1956, Ax Handle Saturday, St. Augustine summer of 1964).

  Clarification 2: Instruction includes the integration of the University of Florida.

  Clarification 3: Instruction should include local people, organizations, historic sites, cemeteries, and events.

- **SS.912.CG.2.6:** Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.

  Clarifications:

  Clarification 1: Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman’s

desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).

Clarification 2: Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.

Related Access Points

- **SS.912.CG.2.AP.6:** Recognize how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.

- **SS.912.CG.2.12:** Explain how interest groups, the media and public opinion influence local, state, and national decision-making related to public issues.

  Clarifications:

  Clarification 1: Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions.

  Clarification 2: Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues.

  Clarification 3: Students will analyze public policy solutions related to local, state, and national issues.

  Related Access Points

  - **SS.912.CG.2.AP.12:** Recognize that interest groups, the media and public opinion influence local, state and national decision-making related to public issues.

- **SS.912.CG.3.11:** Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.

  Clarifications:

  Clarification 1: Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; McCulloch v. Maryland; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; Korematsu v. United States; Mapp v. Ohio; In re Gault; United States v. Nixon; Hazelwood v. Kuhlmeier; District of Columbia v. Heller; Schenck v. United States; Brandenburg v. Ohio; Students for Fair Admissions, Inc. v. President and Fellows of Harvard College).

  Clarification 2: Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments.

  Clarification 3: Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments.

  Related Access Points

  - **SS.912.CG.3.AP.11:** Recognize how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.

- **SS.912.E.2.3:** Research contributions of entrepreneurs, inventors, and other key individuals from various demographic backgrounds in the development of the United States.

  Related Access Points

- **SS.912.E.2.AP.3:** Identify contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.

- **SS.912.G.1.1:** Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.

  Related Access Points
  - **SS.912.G.1.AP.1:** Design maps to explain physical and cultural attributes of major world regions.

- **SS.912.G.1.2:** Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

  Related Access Points
  - **SS.912.G.1.AP.2:** Using the Six Essential Elements, describe any given place.

- **SS.912.G.1.3:** Employ applicable units of measurement and scale to solve simple locational problems using maps, and globes.

  Related Access Points
  - **SS.912.G.1.AP.3:** Utilize units of measurement and scale to solve simple locational problems using maps and globes.

- **SS.912.G.1.4:** Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

  Related Access Points
  - **SS.912.G.1.AP.4:** Identify geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information System (GIS), and a broad variety of maps.

- **SS.912.G.2.1:** Identify the physical characteristics and the human characteristics that define and differentiate regions.

  Related Access Points
  - **SS.912.G.2.AP.1:** Identify physical and human characteristics that define and differentiate regions.

- **SS.912.G.2.4:** Use geographic terms and tools to analyze case studies of how selected regions change over time.

  Related Access Points
  - **SS.912.G.2.AP.4:** Use geographic terms and tools to identify how selected regions change over time in case studies.

- **SS.912.G.2.5:** Use geographic terms and tools to analyze case studies of debates over how human actions modify a selected region.

  Related Access Points
  - **SS.912.G.2.AP.5:** Use geographic terms and tools including mining, drilling, farming, and housing to identify debates over how human actions modify selected regions using case studies.

- **SS.912.G.3.1:** Use geographic terms to locate and describe major ecosystems of Earth.

  Related Access Points

- **SS.912.G.3.AP.1:** Using geographic terms, identify characteristics of major ecosystems of Earth, such as location, climate, landforms, and resources.

- **SS.912.G.3.2:** Use geographic terms and tools to explain how weather and climate influence the natural character of a place.

  Related Access Points
  - **SS.912.G.3.AP.2:** Use geographic terms and tools to describe how weather and climate influence a location.

- **SS.912.G.3.3:** Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.

  Related Access Points
  - **SS.912.G.3.AP.3:** Use geographic terms and tools to identify different opinions on the use of renewable and non-renewable resources in Florida, the United States, and the world.

- **SS.912.G.3.4:** Use geographic terms and tools to explain how the Earth's internal changes and external changes influence the character of places.

  Related Access Points
  - **SS.912.G.3.AP.4:** Use geographic terms and tools to describe how Earth's internal changes such as volcanoes and earthquakes and external changes such as droughts, floods, and erosion impact the characteristics of locations

- **SS.912.G.4.1:** Interpret population growth and other demographic data for any given place.

  Related Access Points
  - **SS.912.G.4.AP.1:** Compare the changes in population growth and other demographic data for selected places.

- **SS.912.G.4.2:** Use geographic terms and tools to analyze the push, and pull factors contributing to human migration within and among places.

  Related Access Points
  - **SS.912.G.4.AP.2:** Use geographic terms and tools to describe the push/pull factors contributing to human migration.

- **SS.912.G.4.3:** Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

  Related Access Points
  - **SS.912.G.4.AP.3:** Use geographic terms and tools to examine effects of migration on the place of origin and destination, including border areas.

- **SS.912.G.4.5:** Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers.

  Related Access Points
  - **SS.912.G.4.AP.5:** Use geographic terms and tools to identify changes in cities and urban centers.

- **SS.912.G.4.6:** Use geographic terms and tools to predict the effect of a change in a specific characteristic of a place on the human population of that place.

  Related Access Points
  - **SS.912.G.4.AP.6:** Use geographic terms and tools to identify an effect of a change in a specific characteristic of a place on the human population of that place.

- **SS.912.G.4.7:** Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

  Related Access Points
  - **SS.912.G.4.AP.7:** Use geographic terms and tools to identify characteristics of cultural diffusion throughout selected places, regions, and the world.

- **SS.912.G.4.8:** Use geographic concepts to analyze spatial phenomena and to discuss economic, political, and social factors that define and interpret space.

  Related Access Points
  - **SS.912.G.4.AP.8:** Use geographic concepts to identify political, social, and economic factors that define space, such as patterns of land use and availability of transportation systems.

- **SS.912.G.4.9:** Use political maps to describe the change in boundaries and governments within continents over time.

  Related Access Points
  - **SS.912.G.4.AP.9:** Use political maps to identify changes in boundaries or governments within a continent.

- **SS.912.H.1.4:** Explain philosophical beliefs as they relate to works in the arts.

  Related Access Points
  - **SS.912.H.1.AP.4:** Identify philosophical beliefs as they relate to works in the arts.

- **SS.912.H.3.1:** Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

  Related Access Points
  - **SS.912.H.3.AP.1:** Identify effects of transportation, trade, communication, science, and technology on the preservation of a culture and its diffusion to other locations.

- **SS.912.W.1.1:** Use timelines to establish cause and effect relationships of historical events.

  Related Access Points
  - **SS.912.W.1.AP.1:** Use a timeline to identify the cause-and-effect relationships of historical events.

- **SS.912.W.1.2:** Compare time measurement systems used by different cultures.

  Related Access Points
  - **SS.912.W.1.AP.2:** Identify terms of time sequence such as decade, century, and era.

- **SS.912.W.1.3:** Interpret and evaluate primary and secondary sources.

  Related Access Points
  - **SS.912.W.1.AP.3:** Examine and describe information in primary and secondary sources.

- **SS.912.W.1.4:** Explain how historians use historical inquiry and other sciences to understand the past.

  Related Access Points
  - **SS.912.W.1.AP.4:** Identify how historians use historical inquiry and related sciences to understand the past.

- **SS.912.W.1.5:** Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

Related Access Points

- **SS.912.W.1.AP.5:** Compare differences in interpretations of historians about events

- **SS.912.W.1.6:** Evaluate the role of history in shaping identity and character.

  Related Access Points

  - **SS.912.W.1.AP.6:** Identify the role of history in shaping the identity of culture and character.

- **SS.912.W.4.11:** Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.

  Related Access Points

  - **SS.912.W.4.AP.11a:** Recognize causes that led to the Age of Exploration, such as the need for new routes and goods to trade.
  - **SS.912.W.4.AP.11b:** Identify the major voyages and sponsors within the Age of Exploration.

- **SS.912.W.4.12:** Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.

  Related Access Points

  - **SS.912.W.4.AP.12:** Recognize impacts of the Columbian Exchange, such as the exchange of agricultural goods, diseases, and ideas between Europe, Africa, and the Americas.

- **SS.912.W.4.13:** Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.

  Related Access Points

  - **SS.912.W.4.AP.13:** Recognize ways the economic and political systems of Portugal, Spain, the Netherlands, France, and England were used in the Americas.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.

- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:

  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"

- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.
- **ELD.K12.ELL.SS.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Course Information

General Notes

Access Courses: Access courses are intended only for students with the most significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations.

Access points in the subject areas of science, art, dance, physical education, theatre, and music provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts, mathematics, social studies and health do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

It is important to note that special attention should also be paid to the “Remarks” and “Clarifications” which provides additional information that aids in teaching the benchmarks with fidelity and clarity.

Mathematics Thinking and Reasoning Standards (MTRs)

The MTR are built on the following premises:

- Florida’s state academic standards for social studies are taught through the lens of the MTRs; the MTRs are embedded throughout every lesson;
- language of the MTRs are expectations for students to use as self-monitoring tools during instruction every day;
- ensures that students are engaged, persevere in tasks, share their thinking, balance conceptual understanding and procedures, assess their solutions and make connections to previous and extended knowledge/learning; and
- standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

English Language Arts (ELA) Expectations (EEs)

- The ELA Expectations are those overarching skills that run through every component of instruction.
- These are skills that students should be using throughout the instruction of Florida’s state academic standards for social studies.

For guidance on the implementation of the EEs, please visit ELA B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS. To access Mathematics Resources please visit B.E.S.T Mathematics Resources (fldoe.org).

English Language Development (ELDs)

- The ELDs are adopted from the World-Class Instruction Design and Assessment Consortium or WIDA.
- The standards represent the social, instructional and academic language that students need to engage with peers, educators and the curriculum in schools.

Teachers are required to provide listening, speaking, reading and writing instruction that allows English Language Learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following
link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

Version Requirements

Required Instruction:

Section 1003.42, Florida Statutes, outlines the topics that must be taught in Florida’s public schools as part of required instruction. The Florida Department of Education supports districts in fulfilling these requirements through guidance, resources and tools to ensure students receive instruction that promotes civic responsibility, character development, historical understanding and digital safety.

- History of the United States (2)(f)
- African American History (2)(h)
- History of Communism (2)(v)1

The primary content emphasis for this course pertains to the study of the chronological development of the state of Florida by examining the political, economic, social, military and cultural events that affected the state. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of Florida.

General Information

Course Number: 7921031

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS FL HIST

Number of Credits: Half credit (.5)

Course Length: Semester (S)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** History (Grades 6-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** History (Grades 6-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 5-9)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 5-9)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 6-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 6-12)
- History (Grades 6-12) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- History (Grades 6-12) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 6-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 6-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 5-9)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 5-9)
- History (Grades 6-12) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)

- History (Grades 6-12) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 5-9)

Access Holocaust Education (#7921032)

Version: 2026 - And Beyond (current)

Holocaust Education - 2109435

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **SS.912.A.6.3:** Analyze the impact of the Holocaust during World War II on Jews as well as other groups.

  Related Access Points
  - **SS.912.A.6.AP.3:** Identify the impact of the Holocaust during World War II on Jews and other groups.

- **SS.912.CG.2.13:** Analyze the influence and effects of various forms of media and the internet in political communication.

  Clarifications:

  Clarification 1: Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media).

  Clarification 2: Students will describe how the methods used by political officials to communicate with the public has changed over time.

  Clarification 3: Students will discuss the strengths and weaknesses of different methods of political communication.

  Related Access Points
  - **SS.912.CG.2.AP.13:** Recognize the influence and effects of various forms of media and the internet in political communication.

- **SS.912.CG.4.3:** Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.

  Clarifications:
  Clarification 1: Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.

  Related Access Points
  - **SS.912.CG.4.AP.3:** Identify how U.S. foreign policy supports democracy and protects human rights around the world.

- **SS.912.G.4.1:** Interpret population growth and other demographic data for any given place.

  Related Access Points
  - **SS.912.G.4.AP.1:** Compare the changes in population growth and other demographic data for selected places.

- **SS.912.G.4.9:** Use political maps to describe the change in boundaries and governments within continents over time.

  Related Access Points
  - **SS.912.G.4.AP.9:** Use political maps to identify changes in boundaries or governments within a continent.

- **SS.912.HE.1.1:** Define the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.

  Clarifications:
  Clarification 1: Students will explain why the Holocaust is history's most extreme example of antisemitism.

  Related Access Points
  - **SS.912.HE.1.AP.1:** Recognize the Holocaust is history's most extreme example of antisemitism, persecution, and murder on the European Jews by Nazi Germany and its collaborators between 1933 and 1945.

- **SS.912.HE.1.2:** Analyze how the Nazi regime utilized and built on historical antisemitism to create a common enemy of the Jews.

  Clarifications:

  Clarification 1: Students will explain the origins of antisemitism and trace it from the Ancient World through the twenty-first century (e.g., Pagan, Christian, Muslim, Middle Ages, Modern era).

  Clarification 2: Students will explain the political, social and economic applications of antisemitism that led to the organized pogroms against Jewish people.

  Clarification 3: Students will examine propaganda (e.g., the Protocols of the Elders of Zion; The Poisonous Mushroom) that was and still is utilized against Jewish people both in Europe and around the world.

  Related Access Points
  - **SS.912.HE.1.AP.2:** Identify how the Nazi regime utilized and built on historical antisemitism including propaganda to create a common enemy of the Jews.

- **SS.912.HE.1.3:** Analyze how the Treaty of Versailles was a causal factor leading the rise of the Nazis, and how the increasing spread of antisemitism was manipulated to the Nazis' advantage.

  Clarifications:

  Clarification 1: Students will explain how the Nazis used antisemitism to foment hate and create a shared enemy in order to gain power prior to World War II.

  Clarification 2: Students will explain how events during the Weimar Republic led to the rise of Nazism (e.g., Dolchstoss, Ruhr Crisis, hyperinflation, the Great Depression, unemployment, the 1920's Nazi platform, the Dawes Plan, the Golden Age, the failure of the Weimar Republic).

  Clarification 3: Students will recognize German culpability, reparations and military downsizing as effects of the Treaty of Versailles.

  Related Access Points
  - **SS.912.HE.1.AP.3a:** Describe how the Treaty of Versailles was a causal factor leading the rise of the Nazis, and how the increasing spread of antisemitism was manipulated to the Nazis' advantages.
  - **SS.912.HE.1.AP.3b:** Recognize German culpability, reparations, and military downsizing as effects of the Treaty of Versailles.

- **SS.912.HE.1.4:** Explain how the National Socialist German Workers' Party, or Nazi Party, grew into a mass movement and gained and maintained power in Germany through totalitarian means from 1933 to 1945 under the leadership of Adolf Hitler.

  Clarifications:

  Clarification 1: Students will compare Germany's political parties and their system of proportional representation in national elections from 1920 to 1932.

  Clarification 2: Students will explain how the Sturmabteilung (SA), the Schutzstaffel (SS), the Wehrmacht, the Gestapo and Hitler's inner circle helped him gain and maintain power after 1933.

  Clarification 3: Students will explain how the following contributed to Hitler's rise to power: Adolf Hitler's Munich Beer Hall Putsch, Hitler's arrest and trial, Mein Kampf, the Reichstag fire, the Enabling Act, the Concordat of 1933, the Night of the Long Knives (the Rohm Purge), Hindenburg's death and Hitler as Fuhrer.

  Related Access Points
  - **SS.912.HE.1.AP.4:** Explain how the National Socialist German Workers' Party, or Nazi Party, grew into a mass movement and gained and maintained power in Germany through totalitarian means from 1933 to 1945 under the leadership of Adolf Hitler.

- **SS.912.HE.1.5:** Describe how the Nazis utilized various forms of propaganda to indoctrinate the German population.

  Clarifications:

  Clarification 1: Students will explain how opposing views were eliminated (e.g., book burnings, censorship, state control over the media).

  Clarification 2: Students will explain how identification, legal status, economic status and pseudoscience supported propaganda that was used to perpetuate the Nazi ideology of the "Master Race."

  Related Access Points
  - **SS.912.HE.1.AP.5:** Recognize the Nazis utilized various forms of propaganda to indoctrinate the German population.

- **SS.912.HE.1.6:** Examine how the Nazis used education and youth programs to indoctrinate young people into the Nazi ideology.

  Clarifications:

  Clarification 1: Students will explain the impact of the Hitler Youth Program and Band of German Maidens (German: Bund Deutscher Mädel).

  Clarification 2: Students will examine how the Nazis used the public education system to indoctrinate youth and children.

  Clarification 3: Students will explain how Nazi ideology supplanted prior beliefs.

  Related Access Points
  - **SS.912.HE.1.AP.6:** Identify how the Nazis used education and youth programs to indoctrinate young people into the Nazi ideology.

- **SS.912.HE.1.7:** Explain what is meant by “the Aryan Race” and why this terminology was used.

  Clarifications:

  Clarification 1: Students will compare the meaning of Aryan to the Nazi meaning of Aryan Race.

  Clarification 2: Students will explain how the Nazis used propaganda, pseudoscience and the law to transform Judaism from a religion to a race.

  Clarification 3: Students will examine the manipulation of the international community to obtain the votes to host the 1936 Olympics and how the Berlin Games were utilized as propaganda for Nazi ideology to bolster the “superiority” of the Aryan race.

  Clarification 4: Students will explain how eugenics, scientific racism and Social Darwinism provided a foundation for Nazi racial beliefs.

  Related Access Points
  - **SS.912.HE.1.AP.7a:** Define "the Aryan Race" and why this terminology was used.
  - **SS.912.HE.1.AP.7b:** Identify how the Nazis used propaganda, pseudoscience and the law to transform Judaism from a religion to a race.
  - **SS.912.HE.1.AP.7c:** Explain how eugenics, scientific racism and Social Darwinism provided a foundation for Nazi racial beliefs.

- **SS.912.HE.2.1:** Describe how the life of Jews deteriorated under the Third Reich and the Nuremberg Laws in Germany and its annexed territories (e.g., the Rhineland, Sudetenland, Austria) from 1933 to 1938.

  Clarifications:

  Clarification 1: Students will analyze the Nuremberg Laws and describe their effects.

  Clarification 2: Students will explain how the Nazis used birth records, religious symbols and practices to identify and target Jews.

  Related Access Points
  - **SS.912.HE.2.AP.1:** Describe how the life of Jews deteriorated under the Third Reich and the Nuremberg Laws in Germany and its annexed territories (e.g., the Rhineland, Sudetenland, Austria) from 1933 to 1938.

- **SS.912.HE.2.2:** Analyze the causes and effects of Kristallnacht and how it became a watershed event in the transition from targeted persecution and anti-Jewish policy to open, public violence against Jews in Nazi-controlled Europe.

  Clarifications:

  Clarification 1: Students will understand the reasons for Herschel Grynszpan’s actions at the German embassy in Paris and how the assassination of Ernst vom Rath was a pretext used by the Nazis for Kristallnacht.

  Clarification 2: Students will describe the different types of persecution that were utilized during Kristallnacht, both inside and outside Germany.

  Clarification 3: Students will analyze the effects of Kristallnacht on European and world Jewry using primary sources (e.g., newspapers, images, video, survivor testimony).

Clarification 4: Students will analyze the effects of Kristallnacht on the international community using primary sources (e.g., newspapers, images, video, survivor testimony).

Related Access Points

- **SS.912.HE.2.AP.2:** Identify the causes and effects of Kristallnacht and how it became a watershed event in the transition from targeted persecution and anti-Jewish policy to open, public violence against Jews in Nazi-controlled Europe.

- **SS.912.HE.2.3:** Analyze Hitler's motivations for the annexations of Austria and the Sudetenland, and the invasion of Poland.

  Clarifications:

  Clarification 1: Students will define the term lebensraum, or living space, as an essential piece of Nazi ideology and explain how it led to territorial expansion and invasion.

  Clarification 2: Students will analyze Hitler's use of the Munich Pact to expand German territory and the Molotov-Ribbentrop Pact to keep the Soviet Union out of the war.

  Related Access Points

  - **SS.912.HE.2.AP.3:** Identify Hitler's motivations for the annexations of Austria and the Sudetenland, and the invasion of Poland.

- **SS.912.HE.2.4:** Describe how Jewish immigration was perceived and restricted by various nations from 1933 to 1939.

  Clarifications:

  Clarification 1: Students will examine why immigration was difficult for Jewish people (e.g., MS St. Louis, the Evian Conference, immigration quota systems).

  Clarification 2: Students will explain how the Kindertransport saved the lives of Jewish children.

  Related Access Points

  - **SS.912.HE.2.AP.4:** Describe why immigration was difficult for Jewish people (e.g., MS St. Louis, the Evian Conference, immigration quota systems) from 1933 to 1939.

- **SS.912.HE.2.5:** Explain the effect Nazi policies had on other groups targeted by the government of Nazi Germany.

  Clarifications:
  Clarification 1: Students will explain the effects of Nazi "racial hygiene" policies on various groups including, but not limited to, ethnic (e.g., Roma-Sinti, Slavs) and religious groups (e.g., Jehovah's Witnesses), political opposition, the physically and mentally disabled and homosexuals.

  Related Access Points

  - **SS.912.HE.2.AP.5:** Identify the effect Nazi policies had on other groups targeted by the government of Nazi Germany including, but not limited to, ethnic and religious groups, the individuals with physical and intellectual disabilities and homosexuals.

- **SS.912.HE.2.6:** Identify the various armed and unarmed resistance efforts in Europe from 1933 to 1945.

  Clarifications:

Clarification 1: Students will recognize resistance efforts including, but not limited to, the White Rose, the Rosenstrasse Protest, Bishop Clemens von Galen, the Swing Movement, Reverend Niemöller, Dietrich Bonhoeffer, the Bielski Brothers and the Partisans in Eastern and Western Europe.

Clarification 2: Students will discuss resistance and uprisings in the ghettos using primary sources (e.g., newspapers, images, video, survivor testimony).

Related Access Points

- **SS.912.HE.2.AP.6:** Identify the various armed and unarmed resistance efforts in Europe from 1933 to 1945.

- **SS.912.HE.2.7:** Examine the role that bystanders, collaborators and perpetrators played in the implementation of Nazi policies against Jewish people and other targeted groups, as well as the role of rescuers in opposing the Nazis and their policies.

  Clarifications:
  Clarification 1: Students will discuss the choices and actions of heroes and heroines in defying Nazi policy at great personal risk, to help rescue Jews (e.g., the Righteous Among the Nations designation).

  Related Access Points

  - **SS.912.HE.2.AP.7:** Recognize the role that individuals played in the implementation of Nazi policies against Jewish people and other targeted groups, as well as the role of rescuers in opposing the Nazis and their policies.

- **SS.912.HE.2.8:** Analyze how corporate complicity aided Nazi goals.

  Clarifications:
  Clarification 1: Students will analyze corporate complicity as including, but not limited to, supporting methods of identification and record keeping, continuing trade relationships, financial resources, the use of slave labor, production for the war effort and moral and ethical corporate decisions (1930–1945).

  Related Access Points

  - **SS.912.HE.2.AP.8:** Describe corporate complicity as including, but not limited to, supporting methods of identification and record keeping, continuing trade relationships, financial resources, the use of slave labor, production for the war effort and moral and ethical corporate decisions (1930–1945).

- **SS.912.HE.2.9:** Explain how killing squads, including the Einsatzgruppen, conducted mass shooting operations in Eastern Europe with the assistance of the Schutzstaffel (SS), police units, the army and local collaborators.

  Clarifications:

  Clarification 1: Students will discuss major events of the killing squads to include, but not be limited to, Babi Yar, Vilnius, Rumbula, Kovno, Ponar and the Palmiry Forest.

  Clarification 2: Students will describe the psychological and physical impact on the Einsatzgruppen and how it led to the implementation of the Final Solution.

  Clarification 3: Students will explain the purpose of the Wannsee Conference and how it impacted the Final Solution.

  Related Access Points

- **SS.912.HE.2.AP.9:** Identify how killing squads, including the Einsatzgruppen, conducted mass shooting operations in Eastern Europe with the assistance of the Schutzstaffel (SS), police units, the army and local collaborators.

- **SS.912.HE.2.10:** Explain the origins and purpose of ghettos in Europe.

  Clarifications:

  Clarification 1: Students will trace the use of ghettos in Europe prior to World War II.

  Clarification 2: Students will explain the methods used for the identification, displacement and deportation of Jews to ghettos.

  Clarification 3: Students will explain what ghettos were in context of World War II and Nazi ideology.

  Related Access Points
  - **SS.912.HE.2.AP.10:** Recognize the origins and purpose of ghettos in Europe.

- **SS.912.HE.2.11:** Discuss life in the various ghettos.

  Clarifications:

  Clarification 1: Students will explain the origins and purpose of the Judenrat.

  Clarification 2: Students will explain the effects of the Judenrat on daily life in ghettos, specifically students should recognize Adam Czerniakow (Warsaw) and Mordechai Chaim Rumkowski (Lodz) and how these men differed in their approach to leading the Judenrat in their respective ghettos.

  Clarification 3: Students will discuss the difference between open ghettos and closed ghettos and how that impacted life within those ghettos.

  Clarification 4: Students will describe various attempts at escape and forms of armed and unarmed resistance (before liquidation and liberation) including, but not limited to, the Warsaw Ghetto Uprising.

  Clarification 5: Students will explain how and why the Nazis liquidated the ghettos, including the forced decisions of the Judenrat to select individuals for deportation transports to the camps.

  Related Access Points
  - **SS.912.HE.2.AP.11:** Describe life in the various ghettos.

- **SS.912.HE.2.12:** Define “partisan” and explain the role partisans played in World War II.

  Clarifications:

  Clarification 1: Students will identify countries that had partisan groups who fought the Nazis.

  Clarification 2: Students will explain the warfare tactics utilized by the resistance movements against the Nazis.

  Clarification 3: Students will recognize that not all resistance movements accepted Jews.

  Related Access Points

- **SS.912.HE.2.AP.12:** Define "partisan" and explain the role partisans played in World War II.

- **SS.912.HE.2.13:** Examine the origins, purpose and conditions associated with various types of camps.

  Clarifications:

  Clarification 1: Students will explain the differences between forced labor camps, concentration camps, transit camps and death camps, including the geographic location, physical structure, camp commandants and SS leadership and mechanics of murder.

  Clarification 2: Students will describe the daily routines within the camps to include food intake, showers, bathrooms, sleeping arrangements, roll call, work details, illness, environmental conditions, clothing, selection process, torture, medical experiments, public executions, suicides and other aspects of daily life.

  Clarification 3: Students will describe various attempts at escape and forms of resistance within the camps.

  Clarification 4: Students will discuss how the use of existing transportation infrastructure facilitated the deportation of Jewish people to the camps, including the non-Aryan management of the transportation system that collaborated with the Nazis.

  Clarification 5: Students will describe life in Terezin, including its function as a transit camp, its unique culture that generated art, music, literature, poetry, opera (notably Brundibar) and the production of Vedem Magazine as a form of resistance; its use by the Nazis as propaganda to fool the International Red Cross; and the creation of the film “Terezin: A Documentary Film of Jewish Resettlement.”

  Clarification 6: Students will identify and examine the 6 death camps (e.g., Auschwitz-Birkenau, Belzec, Chelmno, Majdanek, Sobibor, Treblinka) and their locations.

  Clarification 7: Students will explain why the 6 death camps were only in Nazi-occupied Poland.

  Clarification 8: Students will describe the significance of Auschwitz-Birkenau as the most prolific site of mass murder in the history of mankind.

  Related Access Points

  - **SS.912.HE.2.AP.13:** Describe the origins, purpose and conditions associated with various types of camps.

- **SS.912.HE.2.14:** Explain the purpose of the death marches.

  Clarifications:
  Clarification 1: Students will recognize death marches as the forcible movement of prisoners by Nazis with the dual purpose of removing evidence and murdering as many people as possible (toward the end of World War II and the Holocaust) from Eastern Europe to Germany proper.

  Related Access Points

  - **SS.912.HE.2.AP.14:** Recognize death marches as the forcible movement of prisoners by Nazis with the dual purpose of removing evidence and murdering as many people as possible (toward the end of World War II and the Holocaust) from Eastern Europe to Germany proper.

- **SS.912.HE.2.15:** Describe the experience of Holocaust survivors following World War II.

  Clarifications:

  Clarification 1: Students will explain how Allied Forces liberated camps, including the relocation and treatment of the survivors.

  Clarification 2: Students will discuss the experiences of survivors after liberation (e.g., repatriations, displaced persons camps, pogroms, relocation).

  Clarification 3: Students will explain the various ways that Holocaust survivors lived through the state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators (e.g., became partisans, escaped from Nazi controlled territory, went into hiding).

  Clarification 4: Students will describe the psychological and physical struggles of Holocaust survivors.

  Clarification 5: Students will examine the settlement patterns of Holocaust survivors after World War II, including immigration to the United States and other countries, and the establishment of the modern state of Israel.

  Related Access Points
  - **SS.912.HE.2.AP.15:** Explain the experience of Holocaust survivors following World War II.

- **SS.912.HE.3.1:** Analyze the international community's efforts to hold perpetrators responsible for their involvement in the Holocaust.

  Clarifications:

  Clarification 1: Students will discuss the purpose and outcomes of the Nuremberg Trials and other subsequent trials related to the Holocaust.

  Clarification 2: Students will compare arguments by the prosecution and recognize the falsehoods offered by the defense during the Nuremberg Trials (e.g., Justice Robert Jackson's opening statement, Prosecutor Ben Ferencz's opening statement, ex post facto laws, non-existent terminology, crimes against humanity, genocide, statute of limitations, jurisdictional issues).

  Clarification 3: Students will discuss how members of the international community were complicit in assisting perpetrators' escape from both Germany and justice following World War II.

  Related Access Points
  - **SS.912.HE.3.AP.1:** Describe the international community's efforts to hold perpetrators responsible for their involvement in the Holocaust.

- **SS.912.HE.3.2:** Explain the impact of the Eichmann Trial on policy concerning crimes against humanity, capital punishment, accountability, the testimony of survivors and acknowledgment of the international community.

  Clarifications:
  Clarification 1: Students will recognize the Eichmann Trial as the first time that Israel held a Nazi war criminal accountable.

  Related Access Points

- **SS.912.HE.3.AP.2:** Identify the impact of the Eichmann Trial on policy concerning crimes against humanity, capital punishment, accountability, the testimony of survivors and acknowledgment of the international community.

- **SS.912.HE.3.3:** Explain the effects of Holocaust denial on contemporary society.

  Clarifications:
  Clarification 1: Students will explain how Holocaust denial has helped contribute to the creation of contemporary propaganda and the facile denial of political and social realities.

  Related Access Points
  - **SS.912.HE.3.AP.3:** Identify the effects of Holocaust denial on contemporary society.

- **SS.912.HE.3.4:** Explain why it is important for current and future generations to learn from the Holocaust.

  Clarifications:

  Clarification 1: Students will explain the significance of learning from Holocaust era primary sources created by Jews who perished and those who survived.

  Clarification 2: Students will explain the significance of listening to the testimony of Holocaust survivors (e.g., live and through organizations that offer pre-recorded digital testimony).

  Clarification 3: Students will describe the contributions of the Jews (e.g., arts, culture, medicine, sciences) to the United States and the world.

  Clarification 4: Students will explain the significance of “Never Again.”

  Related Access Points
  - **SS.912.HE.3.AP.4:** Explain why it is important for current and future generations to learn from the Holocaust.

- **SS.912.HE.3.5:** Recognize that antisemitism includes a certain perception of the Jewish people, which may be expressed as hatred toward Jewish people, rhetorical and physical manifestations of antisemitism directed toward a person or his or her property or toward Jewish community institutions or religious facilities.

  Clarifications:

  Clarification 1: Students will analyze examples of antisemitism (e.g., calling for, aiding, or justifying the killing or harming of Jews, often in the name of a radical ideology or an extremist view of religion; making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews as such or the power of Jews as a collective, especially, but not exclusively, the myth about a world Jewish conspiracy or of Jews controlling the media, economy, government or other societal institutions; accusing Jews as a people of being responsible for real or imagined wrongdoing committed by a single Jewish person or group, the State of Israel, or even for acts committed by non-Jews; accusing Jews as a people or the State of Israel of inventing or exaggerating the Holocaust; accusing Jewish citizens of being more loyal to Israel, or the alleged priorities of Jews worldwide, than to the interest of their own nations).

  Clarification 2: Students will analyze examples of antisemitism related to Israel (e.g., demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis, drawing comparisons of contemporary Israeli policy to that of the Nazis, or blaming Israel for all inter-religious or political tensions; applying a double standard to Israel by requiring behavior of Israel that is not expected or demanded of any

other democratic nation or focusing peace or human rights investigations only on Israel; delegitimizing Israel by denying the Jewish people their right to self-determination and denying Israel the right to exist).

Related Access Points

- **SS.912.HE.3.AP.5:** Recognize that antisemitism includes a certain perception of the Jewish people, which may be expressed as hatred toward Jewish people, rhetorical and physical manifestations of antisemitism directed toward a person or his or her property or toward Jewish community institutions or religious facilities.

- **SS.912.S.2.9:** Prepare original written and oral reports and presentations on specific events, people, or historical eras.

  Related Access Points

  - **SS.912.S.2.AP.9:** Prepare an original product on a specific event, person, or historical era.

- **SS.912.W.1.3:** Interpret and evaluate primary and secondary sources.

  Related Access Points

  - **SS.912.W.1.AP.3:** Examine and describe information in primary and secondary sources.

- **SS.912.W.1.4:** Explain how historians use historical inquiry and other sciences to understand the past.

  Related Access Points

  - **SS.912.W.1.AP.4:** Identify how historians use historical inquiry and related sciences to understand the past.

- **SS.912.W.1.6:** Evaluate the role of history in shaping identity and character.

  Related Access Points

  - **SS.912.W.1.AP.6:** Identify the role of history in shaping the identity of culture and character.

- **SS.912.W.7.1:**

  Analyze the causes of World War I, including the formation of European alliances and the roles of imperialism, nationalism, and militarism.

  Related Access Points

  - **SS.912.W.7.AP.1:** Recognize major causes of World War I, such as imperialism, nationalism, and militarism, and the formation of European alliances.

- **SS.912.W.7.8:** Explain the causes, events and effects of the Holocaust (1933-1945) including its roots in the long tradition of antisemitism, 19th century ideas about race and nation and Nazi dehumanization of the Jews and other victims.

  Related Access Points

  - **SS.912.W.7.AP.8:** Recognize major effects of the Holocaust (1933-1945), including the Nazi dehumanization of Jews and other victims, long tradition of antisemitism, and 19th century ideas about race and nation.

- **SS.912.W.8.6:** Explain the 20th century background for the establishment of the modern state of Israel in 1948, including the Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts between Israel and the Arab-Muslim world.

  Related Access Points

- **SS.912.W.8.AP.6:** Recognize a reason why Israel became a country and characteristics of conflicts between Israel and the Arab world including the Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.
- **ELD.K12.ELL.SS.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Course Information

General Notes

Access Courses: Access courses are intended only for students with the most significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations.

Access points in the subject areas of science, art, dance, physical education, theatre, and music provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts, mathematics, social studies and health do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

It is important to note that special attention should also be paid to the “Remarks” and “Clarifications” which provides additional information that aids in teaching the benchmarks with fidelity and clarity.

Mathematics Thinking and Reasoning Standards (MTRs)

The MTR are built on the following premises:

- Florida’s state academic standards for social studies are taught through the lens of the MTRs; the MTRs are embedded throughout every lesson;
- language of the MTRs are expectations for students to use as self-monitoring tools during instruction every day;
- ensures that students are engaged, persevere in tasks, share their thinking, balance conceptual understanding and procedures, assess their solutions and make connections to previous and extended knowledge/learning; and
- standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

English Language Arts (ELA) Expectations (EEs)

- The ELA Expectations are those overarching skills that run through every component of instruction.
- These are skills that students should be using throughout the instruction of Florida’s state academic standards for social studies.

For guidance on the implementation of the EEs, please visit ELA B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS. To access Mathematics Resources please visit B.E.S.T Mathematics Resources (fldoe.org).

English Language Development (ELDs)

- The ELDs are adopted from the World-Class Instruction Design and Assessment Consortium or WIDA.
- The standards represent the social, instructional and academic language that students need to engage with peers, educators and the curriculum in schools.

Teachers are required to provide listening, speaking, reading and writing instruction that allows English Language Learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following
link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

Version Requirements

Required Instruction:

Section 1003.42, Florida Statutes, outlines the topics that must be taught in Florida's public schools as part of required instruction. The Florida Department of Education supports districts in fulfilling these requirements through guidance, resources and tools to ensure students receive instruction that promotes civic responsibility, character development, historical understanding and digital safety.

This course partially satisfies statutory requirements for required instructional components:

- History of the Holocaust (2)(g)

The primary content emphasis for this course pertains to the examination of the events of the Holocaust (1933-1945), the systematic, methodically planned, and annihilation of European Jews.

General Information

Course Number: 7921032

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS HOLOCAUST ED

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** History (Grades 6-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** History (Grades 6-12)

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 5-9)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 5-9)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 6-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 6-12)
- History (Grades 6-12) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- History (Grades 6-12) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 5-9)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 5-9)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 6-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 6-12)
- History (Grades 6-12) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- History (Grades 6-12) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 6-12)

Access Psychology (#7921033)

Version: 2023 - And Beyond (current)

Psychology 1 - 2107300

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **SS.912.P.1.1:** Define psychology as a discipline and identify its goals as a science.

  Related Access Points
  - **SS.912.P.1.AP.1a:** Recognize psychology as a scientific discipline.
  - **SS.912.P.1.AP.1b:** Identify a goal of psychology as a science.

- **SS.912.P.1.2:** Describe the emergence of psychology as a scientific discipline.

  Related Access Points
  - **SS.912.P.1.AP.2a:** Recognize important figures in the emergence of psychology as a scientific discipline.
  - **SS.912.P.1.AP.2b:** Identify a historical perspective of psychology as a scientific discipline.

- **SS.912.P.1.3:** Describe perspectives employed to understand behavior and mental processes.

  Related Access Points
  - **SS.912.P.1.AP.3:** Identify a perspective employed to understand behavior and mental processes.

- **SS.912.P.1.4:** Discuss the value of both basic and applied psychological research with human and non-human animals.

  Related Access Points
  - **SS.912.P.1.AP.4:** Recognize the steps of the scientific method as a process utilized in applied psychological research

- **SS.912.P.1.5:** Describe the major subfields of psychology.

  Related Access Points
  - **SS.912.P.1.AP.5:** Recognize a major subfield of psychology.

- **SS.912.P.6.1:** Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development.

  Related Access Points
  - **SS.912.P.6.AP.1a:** Identify an environmental factor in development.
  - **SS.912.P.6.AP.1b:** Identify a biological factor in development.
  - **SS.912.P.6.AP.1c:** Recognize an interaction between environmental and biological factors in development.
  - **SS.912.P.6.AP.1d:** Identify a role of the brain in an aspect of development.

- **SS.912.P.6.2:** Explain issues of continuity versus discontinuity and stability versus change.

  Related Access Points
  - **SS.912.P.6.AP.2a:** Recognize an issue of continuity/discontinuity.
  - **SS.912.P.6.AP.2b:** Recognize an issue of stability/change.

- **SS.912.P.6.3:** Distinguish methods used to study development.

  Related Access Points
  - **SS.912.P.6.AP.3:** Recognize a method used to study development.
- **SS.912.P.6.4:** Describe the role of sensitive and critical periods in development.

  Related Access Points
  - **SS.912.P.6.AP.4a:** Recognize the role of sensitive periods in development.
  - **SS.912.P.6.AP.4b:** Recognize the role of critical periods in development.
- **SS.912.P.6.5:** Discuss issues related to the end of life.

  Related Access Points
  - **SS.912.P.6.AP.5:** Recognize an issue related to the end of life.
- **SS.912.P.6.6:** Discuss theories of cognitive development.

  Related Access Points
  - **SS.912.P.6.AP.6:** Recognize a theory of cognitive development.
- **SS.912.P.6.7:** Discuss theories of moral development.

  Related Access Points
  - **SS.912.P.6.AP.7:** Recognize a theory of moral development.
- **SS.912.P.6.8:** Discuss theories of social development.

  Related Access Points
  - **SS.912.P.6.AP.8:** Recognize a theory of social development.
- **SS.912.P.6.9:** Describe physical development from conception through birth and identify influences on prenatal development.

  Related Access Points
  - **SS.912.P.6.AP.9a:** Identify a stage of physical development from conception through birth.
  - **SS.912.P.6.AP.9b:** Recognize an influence on prenatal development.
- **SS.912.P.6.10:** Describe newborns' reflexes, temperament, and abilities.

  Related Access Points
  - **SS.912.P.6.AP.10a:** Identify a newborn's reflex.
  - **SS.912.P.6.AP.10b:** Recognize a characteristic of temperament of a newborn.
- **SS.912.P.6.11:** Describe physical and motor development in infancy.

  Related Access Points
  - **SS.912.P.6.AP.11a:** Recognize a characteristic of physical development in infancy.
  - **SS.912.P.6.AP.11b:** Recognize a characteristic of motor development in infancy.
- **SS.912.P.6.12:** Describe how infant perceptual abilities and intelligence develop.

  Related Access Points
  - **SS.912.P.6.AP.12a:** Recognize an infant perceptual ability.
  - **SS.912.P.6.AP.12b:** Recognize a characteristic of infant intelligence.
- **SS.912.P.6.13:** Describe the development of attachment and the role of the caregiver.

Related Access Points

- **SS.912.P.6.AP.13a:** Identify a type of attachment.
- **SS.912.P.6.AP.13b:** Recognize the role of the caregiver in the development of attachment.

- **SS.912.P.6.14:** Describe the development of communication and language in infancy.

  Related Access Points

  - **SS.912.P.6.AP.14a:** Recognize a characteristic of communication in infancy.
  - **SS.912.P.6.AP.14b:** Recognize a characteristic of language in infancy.

- **SS.912.P.6.15:** Describe physical and motor development in childhood.

  Related Access Points

  - **SS.912.P.6.AP.15a:** Recognize a stage of physical development in childhood.
  - **SS.912.P.6.AP.15b:** Recognize a stage of motor development in childhood.

- **SS.912.P.6.16:** Describe how memory and thinking ability develops in childhood.

  Related Access Points

  - **SS.912.P.6.AP.16:** Recognize memory and thinking ability development in childhood.

- **SS.912.P.7.1:** Describe the principles of classical conditioning.

  Related Access Points

  - **SS.912.P.7.AP.1:** Recognize a principle of classical conditioning.

- **SS.912.P.7.2:** Describe clinical and experimental examples of classical conditioning.

  Related Access Points

  - **SS.912.P.7.AP.2:** Recognize an example of classical conditioning.

- **SS.912.P.7.3:** Apply classical conditioning to everyday life.

  Related Access Points

  - **SS.912.P.7.AP.3:** Recognize an example of classical conditioning in everyday life.

- **SS.912.P.7.4:** Describe the Law of Effect.

  Related Access Points

  - **SS.912.P.7.AP.4:** Identify a characteristic of the Law of Effect.

- **SS.912.P.7.5:** Describe the principles of operant conditioning.

  Related Access Points

  - **SS.912.P.7.AP.5:** Recognize a principle of operant conditioning.

- **SS.912.P.7.6:** Describe clinical and experimental examples of operant conditioning.

  Related Access Points

  - **SS.912.P.7.AP.6:** Recognize an example of operant conditioning.

- **SS.912.P.7.7:** Apply operant conditioning to everyday life.

  Related Access Points

  - **SS.912.P.7.AP.7:** Recognize an example of operant conditioning in everyday life.

- **SS.912.P.7.8:** Describe the principles of observational and cognitive learning.

  Related Access Points

- **SS.912.P.7.AP.8:** Examples may include, but are not limited to, Albert Bandura, modeling, attention, retention, replication, motivation, antisocial behavior, prosocial behavior.

- **SS.912.P.7.9:** Apply observational and cognitive learning to everyday life.

  Related Access Points
  - **SS.912.P.7.AP.9:** Recognize an example of observational and cognitive learning in everyday life.

- **SS.912.P.8.1:** Describe the structure and function of language.

  Related Access Points
  - **SS.912.P.8.AP.1a:** Recognize a structure of language.
  - **SS.912.P.8.AP.1b:** Identify a function of language.

- **SS.912.P.8.2:** Discuss the relationship between language and thought.

  Related Access Points
  - **SS.912.P.8.AP.2:** Recognize the relationship between language and thought.

- **SS.912.P.8.3:** Explain the process of language acquisition.

  Related Access Points
  - **SS.912.P.8.AP.3:** Recognize a stage of language acquisition.

- **SS.912.P.8.4:** Discuss how acquisition of a second language can affect language development and possibly other cognitive processes.

  Related Access Points
  - **SS.912.P.8.AP.4a:** Recognize an effect of acquisition of a second language on language development.
  - **SS.912.P.8.AP.4b:** Recognize an effect of acquisition of a second language on cognitive processes.

- **SS.912.P.8.5:** Evaluate the theories of language acquisition.

  Related Access Points
  - **SS.912.P.8.AP.5:** Recognize a theory of language acquisition.

- **SS.912.P.8.6:** Identify the brain structures associated with language.

  Related Access Points
  - **SS.912.P.8.AP.6:** Identify a brain structure associated with language.

- **SS.912.P.8.7:** Discuss how damage to the brain may affect language.

  Related Access Points
  - **SS.912.P.8.AP.7:** Recognize the effect that damage to a brain structure may have on language.

- **SS.912.P.11.1:** Identify factors that influence encoding.

  Related Access Points
  - **SS.912.P.11.AP.1:** Recognize factors that influence encoding.

- **SS.912.P.11.2:** Characterize the difference between shallow (surface) and deep (elaborate) processing.

  Related Access Points

- **SS.912.P.11.AP.2:** Recognize a difference between shallow and deep processing.

- **SS.912.P.11.3:** Discuss strategies for improving the encoding of memory.

  Related Access Points
  - **SS.912.P.11.AP.3:** Identify a strategy for improving the encoding of memory.

- **SS.912.P.11.4:** Describe the differences between working memory and long-term memory.

  Related Access Points
  - **SS.912.P.11.AP.4a:** Identify a characteristic of working memory.
  - **SS.912.P.11.AP.4b:** Identify a characteristic of long-term memory.

- **SS.912.P.11.5:** Identify and explain biological processes related to how memory is stored.

  Related Access Points
  - **SS.912.P.11.AP.5a:** Recognize that memory storage is a biological process.
  - **SS.912.P.11.AP.5b:** Identify a characteristic of how memory is stored.

- **SS.912.P.11.6:** Discuss types of memory and memory disorders (e.g., amnesias, dementias).

  Related Access Points
  - **SS.912.P.11.AP.6a:** Identify a type of memory (sensory, short-term, working, long-term).
  - **SS.912.P.11.AP.6b:** Recognize a characteristic of a memory disorder.

- **SS.912.P.11.7:** Discuss strategies for improving the storage of memories.

  Related Access Points
  - **SS.912.P.11.AP.7:** Identify a strategy for improving the storage of memories.

- **SS.912.P.11.8:** Analyze the importance of retrieval cues in memory.

  Related Access Points
  - **SS.912.P.11.AP.8:** Recognize the importance of retrieval cues in memory.

- **SS.912.P.11.9:** Explain the role that interference plays in retrieval.

  Related Access Points
  - **SS.912.P.11.AP.9:** Recognize that interference plays a role in memory retrieval.

- **SS.912.P.11.10:** Discuss the factors influencing how memories are retrieved.

  Related Access Points
  - **SS.912.P.11.AP.10:** Identify a factor influencing memory retrieval.

- **SS.912.P.11.11:** Explain how memories can be malleable.

  Related Access Points
  - **SS.912.P.11.AP.11:** Recognize that memories can be changed.

- **SS.912.P.11.12:** Discuss strategies for improving the retrieval of memories.

  Related Access Points
  - **SS.912.P.11.AP.12:** Identify a strategy for improving the retrieval of memories.

- **SS.912.P.12.1:** Define cognitive processes involved in understanding information.

  Related Access Points
  - **SS.912.P.12.AP.1:** Recognize that understanding information is a cognitive process.

- **SS.912.P.12.2:** Define processes involved in problem solving and decision making.

  Related Access Points
  - **SS.912.P.12.AP.2:** Identify steps involved in problem solving and decision making.
- **SS.912.P.12.3:** Discuss non-human problem-solving abilities.

  Related Access Points
  - **SS.912.P.12.AP.3:** Recognize non-human problem-solving abilities.
- **SS.912.P.12.4:** Describe obstacles to problem solving.

  Related Access Points
  - **SS.912.P.12.AP.4:** Identify an obstacle to problem solving.
- **SS.912.P.12.5:** Describe obstacles to decision making.

  Related Access Points
  - **SS.912.P.12.AP.5:** Identify an obstacle to decision making.
- **SS.912.P.12.6:** Describe obstacles to making good judgments.

  Related Access Points
  - **SS.912.P.12.AP.6:** Identify an obstacle to making good judgments.
- **SS.912.P.16.1:** Evaluate psychodynamic theories.

  Related Access Points
  - **SS.912.P.16.AP.1:** Recognize a psychodynamic theory.
- **SS.912.P.16.2:** Evaluate trait theories.

  Related Access Points
  - **SS.912.P.16.AP.2:** Recognize a trait theory.
- **SS.912.P.16.3:** Evaluate humanistic theories.

  Related Access Points
  - **SS.912.P.16.AP.3:** Recognize a humanistic theory.
- **SS.912.P.16.4:** Evaluate social-cognitive theories.

  Related Access Points
  - **SS.912.P.16.AP.4:** Recognize a social-cognitive theory.
- **SS.912.P.16.5:** Differentiate personality assessment techniques.

  Related Access Points
  - **SS.912.P.16.AP.5:** Recognize a personality assessment technique.
- **SS.912.P.16.6:** Discuss the reliability and validity of personality assessment techniques.

  Related Access Points
  - **SS.912.P.16.AP.6a:** Identify a concern for reliability of a personality assessment technique.
  - **SS.912.P.16.AP.6b:** Identify a concern for validity of a personality assessment technique.
- **SS.912.P.16.7:** Discuss biological and situational influences.

  Related Access Points
  - **SS.912.P.16.AP.7a:** Identify a biological influence.

- **SS.912.P.16.AP.7b:** Identify a situational influence.

- **SS.912.P.16.8:** Discuss stability and change.

  Related Access Points
  - **SS.912.P.16.AP.8a:** Identify a characteristic of stability.
  - **SS.912.P.16.AP.8b:** Identify a characteristic of change.

- **SS.912.P.16.9:** Discuss connection to health and work on personality.

  Related Access Points
  - **SS.912.P.16.AP.9:** Recognize a connection to health and work on personality.

- **SS.912.P.16.10:** Discuss self-concept.

  Related Access Points
  - **SS.912.P.16.AP.10:** Identify a characteristic of self-concept.

- **SS.912.P.16.11:** Analyze how individualistic and collectivistic cultural perspectives relate to personality.

  Related Access Points
  - **SS.912.P.16.AP.11a:** Identify a characteristic of individualistic cultural perspective as it relates to personality.
  - **SS.912.P.16.AP.11b:** Identify a characteristic of collectivistic cultural perspective as it relates to personality.

- **SS.912.P.17.1:** Define psychologically abnormal behavior.

  Related Access Points
  - **SS.912.P.17.AP.1:** Identify a characteristic of psychologically abnormal behavior.

- **SS.912.P.17.2:** Describe historical and cross-cultural views of abnormality.

  Related Access Points
  - **SS.912.P.17.AP.2a:** Recognize a historical view of abnormality.
  - **SS.912.P.17.AP.2b:** Recognize a cross-cultural view of abnormality.

- **SS.912.P.17.3:** Describe major models of abnormality.

  Related Access Points
  - **SS.912.P.17.AP.3:** Recognize a model of abnormality.

- **SS.912.P.17.4:** Discuss how stigma relates to abnormal behavior.

  Related Access Points
  - **SS.912.P.17.AP.4:** Identify a stigma related to abnormal behavior.

- **SS.912.P.17.5:** Discuss the impact of psychological disorders on the individual, family, and society.

  Related Access Points
  - **SS.912.P.17.AP.5a:** Identify an impact of psychological disorders on the individual.
  - **SS.912.P.17.AP.5b:** Identify an impact of psychological disorders on the family.
  - **SS.912.P.17.AP.5c:** Identify an impact of psychological disorders on society.

- **SS.912.P.17.6:** Describe the classification of psychological disorders.

  Related Access Points

- **SS.912.P.17.AP.6:** Recognize the classification system of psychological disorders.

- **SS.912.P.17.7:** Discuss the challenges associated with diagnosis.

  Related Access Points
  - **SS.912.P.17.AP.7:** Identify a challenge associated with diagnosis.

- **SS.912.P.17.8:** Describe symptoms and causes of major categories of psychological disorders (i.e., schizophrenic, mood, anxiety, personality disorders).

  Related Access Points
  - **SS.912.P.17.AP.8a:** Recognize a symptom of a category of psychological disorders.
  - **SS.912.P.17.AP.8b:** Recognize a cause of a category of psychological disorders.

- **SS.912.P.17.9:** Evaluate how different factors influence an individual's experience of psychological disorders.

  Related Access Points
  - **SS.912.P.17.AP.9:** Identify a factor that may influence an individual's experience of a psychological disorder.

- **SS.912.P.18.1:** Explain how psychological treatments have changed over time and among cultures.

  Related Access Points
  - **SS.912.P.18.AP.1a:** Recognize that psychological treatments have changed over time.
  - **SS.912.P.18.AP.1b:** Recognize that psychological treatments have changed among cultures.

- **SS.912.P.18.2:** Match methods of treatment to psychological perspectives.

  Related Access Points
  - **SS.912.P.18.AP.2:** Identify a method of treatment of a psychological perspective.

- **SS.912.P.18.3:** Explain why psychologists use a variety of treatment options.

  Related Access Points
  - **SS.912.P.18.AP.3:** Recognize that psychologists use a variety of treatment options.

- **SS.912.P.18.4:** Identify biomedical treatments.

  Related Access Points
  - **SS.912.P.18.AP.4:** Recognize a biomedical treatment.

- **SS.912.P.18.5:** Identify psychological treatments.

  Related Access Points
  - **SS.912.P.18.AP.5:** Recognize a psychological treatment

- **SS.912.P.18.6:** Describe appropriate treatments for different age groups.

  Related Access Points
  - **SS.912.P.18.AP.6:** Identify an appropriate treatment for an age group.

- **SS.912.P.18.7:** Evaluate the efficacy of treatments for particular disorders.

  Related Access Points
  - **SS.912.P.18.AP.7:** Identify the efficacy of a treatment for a particular disorder.

- **SS.912.P.18.8:** Identify other factors that improve the efficacy of treatment.

Related Access Points

- **SS.912.P.18.AP.8:** Recognize a factor that improves the efficacy of a treatment.

- **SS.912.P.18.9:** Identify treatment providers for psychological disorders and the training required for each.

  Related Access Points

  - **SS.912.P.18.AP.9a:** Recognize a treatment provider for psychological disorders.
  - **SS.912.P.18.AP.9b:** Recognize training required for treatment providers of psychological disorders.

- **SS.912.P.18.10:** Identify ethical challenges involved in delivery of treatment.

  Related Access Points

  - **SS.912.P.18.AP.10:** Recognize an ethical challenge involved in delivery of treatment.

- **SS.912.P.19.1:** Define stress as a psychophysiological reaction.

  Related Access Points

  - **SS.912.P.19.AP.1:** Recognize that stress is a psychophysiological reaction.

- **SS.912.P.19.2:** Identify and explain potential sources of stress.

  Related Access Points

  - **SS.912.P.19.AP.2:** Recognize potential sources of stress.

- **SS.912.P.19.3:** Explain physiological and psychological consequences of stress for health.

  Related Access Points

  - **SS.912.P.19.AP.3a:** Recognize a physiological consequence of stress for health.
  - **SS.912.P.19.AP.3b:** Recognize a psychological consequence of stress for health.

- **SS.912.P.19.4:** Identify and explain physiological, cognitive, and behavioral strategies to deal with stress.

  Related Access Points

  - **SS.912.P.19.AP.4:** Recognize a physiological strategy to deal with stress.

- **SS.912.P.19.5:** Identify ways to promote mental health and physical fitness.

  Related Access Points

  - **SS.912.P.19.AP.5:** Identify a way to promote mental health and physical fitness.

- **SS.912.P.19.6:** Describe the characteristics of and factors that promote resilience and optimism.

  Related Access Points

  - **SS.912.P.19.AP.6a:** Recognize a characteristic of resilience and optimism.
  - **SS.912.P.19.AP.6b:** Recognize a factor that promotes resilience and optimism.

- **SS.912.P.19.7:** Distinguish between effective and ineffective means of dealing with stressors and other health issues.

  Related Access Points

  - **SS.912.P.19.AP.7a:** Recognize an effective means of dealing with stressors and other health issues.
  - **SS.912.P.19.AP.7b:** Recognize an ineffective means of dealing with stressors and other health issues.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.

- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

- **ELD.K12.ELL.SS.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

- **HE.912.C.2.4 (Archived Standard):** Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

  Related Access Points

  - **HE.912.C.2.In.d:** Describe how public-health policies and government regulations can influence health promotion and disease prevention, such as enforcing seat-belt laws, preventing underage alcohol sales, and reporting communicable diseases.
  - **HE.912.C.2.Su.d:** Identify ways school and public-health policies can influence health promotion and disease prevention, such as enforcing seat-belt laws, preventing underage alcohol sales, and reporting communicable diseases.
  - **HE.912.C.2.Pa.d:** Recognize ways selected school and public-health policies can influence health promotion and disease prevention, such as enforcing seat-belt laws, preventing underage alcohol sales, and assessing health status.

Course Information

General Notes

Psychology 1 - Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this first introductory course includes major theories and orientations of psychology, psychological methodology, memory and cognition, human growth and development, personality, abnormal behavior, psychological therapies, stress/coping strategies, and mental health.

Access Courses:

Access courses are for students with the most significant cognitive disabilities. Access courses are designed to provide students access to the grade-level general curriculum. Access points are alternate academic achievement standards included in access courses that target the salient content of Florida’s standards. Access points are intentionally designed to academically challenge students with the most significant cognitive disabilities.

Instructional Practices

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

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

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the

implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

Additional Instructional Resources:
A.V.E. for Success Collection is provided by the Florida Association of School Administrators: http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

General Information

Course Number: 7921033

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS PSYCH

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Psychology (Grades 6-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Guidance & Counseling (Preschool-Secondary PK-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** School Psychologist (Preschool-Secondary PK-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 5-9)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 6-12)

- Psychology (Grades 6-12) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Guidance & Counseling (Preschool-Secondary PK-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** School Psychologist (Preschool-Secondary PK-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 5-9)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 6-12)
- Psychology (Grades 6-12) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Guidance & Counseling (Preschool-Secondary PK-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** School Psychologist (Preschool-Secondary PK-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 5-9)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 6-12)
- Psychology (Grades 6-12) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Guidance & Counseling (Preschool-Secondary PK-12) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- School Psychologist (Preschool-Secondary PK-12) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Social Science (Grades 5-9) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 6-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Psychology (Grades 6-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Guidance & Counseling (Preschool-Secondary PK-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** School Psychologist (Preschool-Secondary PK-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 5-9)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 6-12)

Access African-American History (#7921050)

Version: 2026 - And Beyond (current)

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **SS.912.A.1.1:** Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.

  Related Access Points
  - **SS.912.A.1.AP.1:** Identify the importance of historiography when interpreting events in history.

- **SS.912.A.1.2:** Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

  Related Access Points
  - **SS.912.A.1.AP.2:** Identify the author and purpose of significant historical documents using primary and secondary sources.

- **SS.912.A.1.3:** Utilize timelines to identify the time sequence of historical data.

  Related Access Points
  - **SS.912.A.1.AP.3:** Use a timeline to identify the sequence of historical data.

- **SS.912.A.1.4:** Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.

  Related Access Points
  - **SS.912.A.1.AP.4:** Interpret images, symbols, objects, cartoons, graphs, charts, maps, artwork, artifacts, or writings to obtain information about a time period and events from the past.

- **SS.912.A.1.5:**

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

  Related Access Points
  - **SS.912.A.1.AP.5:** Determine the accuracy of current events and Internet resources by comparing them to reliable sources.

- **SS.912.A.1.6:** Use case studies to explore social, political, legal, and economic relationships in history.

  Related Access Points
  - **SS.912.A.1.AP.6:** Use a case study to explore social, political, legal, and economic relationships in history.

- **SS.912.A.1.7:** Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.

  Related Access Points
  - **SS.912.A.1.AP.7:** Describe selected socio-cultural aspects of American life, such as the arts, artifacts, literature, education, and publications.

- **SS.912.A.2.4:** Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.

  Related Access Points
  - **SS.912.A.2.AP.4:** Recognize a freedom guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.

- **SS.912.A.2.5:** Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.

  Related Access Points
  - **SS.912.A.2.AP.5:** Describe how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.

- **SS.912.A.3.5:** Identify significant inventors of the Industrial Revolution including African Americans and women.

  Related Access Points
  - **SS.912.A.3.AP.5:** Identify a significant inventor of the Industrial Revolution, including an African American or a woman.

- **SS.912.A.4.8:** Compare the experiences Americans (i.e., African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.

  Related Access Points
  - **SS.912.A.4.AP.8:** Identify experiences diverse American groups had while serving in Europe.

- **SS.912.A.4.9:** Compare how the war impacted European Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, Pacific Islanders, women, and dissenters in the United States.

  Related Access Points
  - **SS.912.A.4.AP.9:** Identify impacts of the war on German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.

- **SS.912.A.5.7:** Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.

  Related Access Points
  - **SS.912.A.5.AP.7:** Recognize the effects of freedom movements that advocated for civil rights for African Americans, Latinos, Asians, and women.

- **SS.912.A.5.10:**

  Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minority groups.

  Related Access Points
  - **SS.912.A.5.AP.10:** Identify reasons why some people supported, and others resisted civil rights for women, African Americans, Native Americans, and other minorities.

- **SS.912.A.7.5:** Compare nonviolent and violent approaches utilized by groups (e.g., African Americans, women, Native Americans, Hispanics) to achieve civil rights.

  Related Access Points

- **SS.912.A.7.AP.5:** Identify violent and nonviolent approaches used by groups (African Americans, women, Native Americans, and Hispanics) to achieve civil rights.

- **SS.912.A.7.7:** Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.

  Related Access Points
  - **SS.912.A.7.AP.7:** Identify ways African Americans, whites, and other groups joined together to bring about changes in integration and equal rights.

- **SS.912.A.7.17:**

  Analyze the contributions of African Americans, Native Americans and other minority groups in shaping politics, economy, culture, and society of the United States.

  Related Access Points
  - **SS.912.A.7.AP.17:** Identify how African Americans, Native Americans and other minority groups shaped politics, economy, culture and society of the United States.

- **SS.912.AA.1.1:**

  Examine the condition of slavery as it existed in Africa, Asia, the Americas, and Europe prior to 1619.

  Clarifications:

  Clarification 1: Instruction includes how trading in slaves developed in African lands (e.g., Benin, Dahomey).

  Clarification 2: Instruction includes the practice of the Barbary Pirates in kidnapping Europeans and selling them into slavery in Muslim countries (i.e., Muslim slave markets in North Africa, West Africa, Swahili Coast, Horn of Africa, Arabian Peninsula, Indian Ocean slave trade).

  Clarification 3: Instruction includes how slavery was utilized in Asian cultures (e.g., Sumerian law code, Indian caste system).

  Clarification 4: Instruction includes the similarities between serfdom and slavery and emergence of the term “slave” in the experience of Slavs.

  Clarification 5: Instruction includes how slavery among indigenous peoples of the Americas was utilized prior to and after European colonization.

  Related Access Points
  - **SS.912.AA.1.AP.1:** Identify one or more conditions of slavery as it existed in Africa, Asia, the Americas and Europe prior to 1619.

- **SS.912.AA.1.2:** Analyze the development of labor systems using indentured servitude contracts with English settlers and Africans early in Jamestown, Virginia.

  Clarifications:

  Clarification 1: Instruction includes indentured servitude of poor English settlers and the extension of indentured servitude to the first Africans brought to Jamestown, Virginia by the Dutch in 1619.

Clarification 2: Instruction includes the impact of the increased demand for land in the colonies and the effects on the cost of labor resulting from the shift of indentured servitude to slavery.

Clarification 3: Instruction includes the method by which indentured servants were able to own private property, farm crops and make money, realizing the payout of property and supplies at the end of their contracts.

Clarification 4: Instruction includes the shift in attitude toward Africans as Colonial America transitioned from indentured servitude to race-based, hereditary slavery (i.e., Anthony Johnson, John Casor).

Clarification 5: Instruction includes the *Virginia Code Regarding Slaves and Servants* (1705).

Related Access Points

- **SS.912.AA.1.AP.2:** Identify how indentured servitude was used by settlers and Africans in early Jamestown, Virginia.

- **SS.912.AA.1.3:** Analyze the reciprocal roles of the Triangular Trade routes between Africa and the western hemisphere, Africa and Europe, and Europe and the western hemisphere.

  Clarifications:

  Clarification 1: Instruction includes the Triangular Trade and how this three-tiered system encouraged the use of slavery.

  Clarification 2: Instruction includes what made indentured servitude contracts a risky investment for colonists, based on economic and social factors.

  Clarification 3: Instruction includes how the desire for knowledge of land cultivation and the rise in the production of tobacco and rice had a direct impact on the increased demand for slave labor and the importation of slaves into North America (i.e., the importation of Africans from the Rice Coast of Africa).

  Related Access Points

  - **SS.912.AA.1.AP.3:** Identify how trade connected Africa, Europe and the Western hemisphere in the Triangular Trade.

- **SS.912.AA.1.4:** Examine the development of slavery and describe the conditions for Africans during their passage to America.

  Clarifications:

  Clarification 1: Instruction includes the Triangular Trade routes and the Middle Passage.

  Clarification 2: Instruction includes the causes for the growth and development of slavery, primarily in the southern colonies.

  Clarification 3: Instruction includes percentages of African diaspora within the New World colonies.

  Related Access Points

  - **SS.912.AA.1.AP.4:** Identify how slavery developed and the conditions for Africans during their passage to America.

- **SS.912.AA.1.5:**

Explain the significance of England sending convicts, vagabonds, and children to the colonies.

Clarifications:

Clarification 1: Instruction includes the reasons England sent convicts to the colonies and the impact it had on the lives of both the convicts and the colonists (i.e., prosecution for political reasons, theft, deception).

Clarification 2: Instruction includes the English practice of enclosure and how it forced people to leave the lands causing them to be without work and homes.

Clarification 3: Instruction includes the causes and consequences of England's forced child migration to the colonies.

Related Access Points

- **SS.912.AA.1.AP.5:** Identify the significance of England sending convicts, vagabonds and children to the colonies.

- **SS.912.AA.1.6:** Describe the harsh conditions in the Virginia Colony.

  Clarifications:

  Clarification 1: Instruction includes the failures in early Jamestown (i.e., disease, drought, conflicts with native populations, starvation, lack of clean water, education, religious expectations, lack of healthcare).

  Clarification 2: Instruction includes how the Jamestown Colony did not stabilize until the introduction of women.

  Related Access Points

  - **SS.912.AA.1.AP.6:** Identify the harsh conditions in the Virginia colony.

- **SS.912.AA.1.7:**

  Compare the living conditions of slaves in British North American colonies, the Caribbean, Central America, and South America, including infant mortality rates.

  Clarifications:

  Clarification 1: Instruction includes the harsh conditions and their consequences on British American plantations (e.g., undernourishment, climate conditions, infant, and child mortality rates of the enslaved vs. the free).

  Clarification 2: Instruction includes the harsh conditions in the Caribbean plantations (i.e., poor nutrition, rigorous labor, disease).

  Clarification 3: Instruction includes how slavery was sustained in the Caribbean, Dutch Guiana and Brazil despite overwhelming death rates.

  Related Access Points

  - **SS.912.AA.1.AP.7:** Identify the living conditions of slaves in British North American colonies, the Caribbean, Central America and South America, including infant mortality rates.

- **SS.912.AA.1.8:**

Analyze the headright system in Jamestown, Virginia, and other southern colonies.

Clarifications:

Clarification 1: Instruction includes the concept of the headright system, including effects slave codes had on it.

Clarification 2: Instruction includes specific headright settlers (i.e., Anthony Johnson, Mary Johnson).

Related Access Points

- **SS.912.AA.1.AP.8:** Identify the living conditions of slaves in British North American colonies, the Caribbean, Central America and South America, including infant mortality rates.

- **SS.912.AA.1.9:** Evaluate how conditions for Africans changed in colonial North America from 1619-1776.

  Clarifications:

  Clarification 1: Instruction includes both judicial and legislative actions during the colonial period.

  Clarification 2: Instruction includes the history and development of slave codes in colonial North America including the John Punch case (1640).

  Clarification 3: Instruction includes how slave codes resulted in an enslaved person becoming property with no rights.

  Related Access Points

  - **SS.912.AA.1.AP.9:** Identify how conditions for Africans changed in colonial North America from 1619-1776.

- **SS.912.AA.1.10:** Evaluate efforts by groups to limit the expansion of race-based slavery in Colonial America.

  Related Access Points

  - **SS.912.AA.1.AP.10:** Identify efforts made by groups to limit the expansion of race-based slavery in Colonial America.

- **SS.912.AA.1.11:** Examine different events in which Africans resisted slavery.

  Clarifications:
  Clarification 1: Instruction includes the impact of revolts of the enslaved (e.g., the San Miguel de Gualdape Slave Rebellion [1526], the New York City Slave Uprising [1712]).

  Related Access Points

  - **SS.912.AA.1.AP.11:** Identify one or more events in which Africans resisted slavery.

- **SS.912.AA.1.12:** Examine the significance of “Ladinos” (Africans, Atlantic creoles) and Spanish explorers who laid claim to “La Florida.”

  Clarifications:
  Clarification 1: Instruction includes how Spanish-controlled Florida attracted escaping slaves with the promise of freedom.

  Related Access Points

- **SS.912.AA.1.AP.12:** Identify the significance of "Ladinos" (Africans, Atlantic creoles) and Spanish explorers who laid claim to "La Florida."

- **SS.912.AA.2.1:**

  Describe the contributions of Africans to society, science, poetry, politics, oratory, literature, music, dance, Christianity, and exploration in the United States from 1776-1865.

  Clarifications:

  Clarification 1: Instruction includes contributions of key figures and organizations (e.g., Prince Hall, Phillis Wheatley, Benjamin Banneker, Richard Allen, the Free African Society, Olaudah Equiano, Omar ibn Said, Cudjoe Lewis, Anna Jai Kingsley).

  Clarification 2: Instruction includes the role of black churches (e.g., African Methodist Episcopal [AME]).

  Related Access Points
  - **SS.912.AA.2.AP.1:** Identify the contributions of Africans to society, science, poetry, politics, oratory, literature, music, dance, Christianity and exploration in the United States from 1776-1865.

- **SS.912.AA.2.2:** Explain how slave codes were strengthened in response to Africans' resistance to slavery.

  Clarifications:

  Clarification 1: Instruction includes early laws that impacted slavery and resistance (i.e., Louisiana's Code Noir [1724], Stono Rebellion in [1739], South Carolina slave code [1740], Igbo Landing Mass Suicide [1803]).

  Clarification 2: Instruction includes foreign and domestic influences on the institution of slavery (i.e., Haitian Revolution [1791-1804], The Preliminary Declaration from the Constitution of Haiti [1805], German Coast Uprising [1811], Louisiana Revolt of [1811]).

  Related Access Points
  - **SS.912.AA.2.AP.2:** Identify how slave codes were strengthened in response to Africans' resistance to slavery.

- **SS.912.AA.2.4:** Examine political actions of the Continental Congress regarding the practice of slavery.

  Clarifications:
  Clarification 1: Instruction includes examples of how the members of the Continental Congress made attempts to end or limit slavery (e.g., the first draft of the Declaration of Independence that blamed King George III for sustaining the slave trade in the colonies, the calls of the Continental Congress for the end of involvement in the international slave trade, the Constitutional provision allowing for congressional action in 1808).

  Related Access Points
  - **SS.912.AA.2.AP.4:** Identify political actions of the Continental Congress regarding the practice of slavery.

- **SS.912.AA.2.5:** Examine how federal and state laws shaped the lives and rights for enslaved and free Africans in the 18th and 19th centuries.

  Clarifications:

Clarification 1: Instruction includes how different states passed laws that gradually led to the abolition of slavery in northern states (e.g., gradual abolition laws: RI Statutes 1728, 1765 & 1775, PA 1779, MA & NH 1780s, CT & NJ 1784, NY 1799; states abolishing slavery: VT 1777).

Clarification 2: Instruction includes the Constitutional provision regarding fugitive persons.

Clarification 3: Instruction includes the ramifications of the Dred Scott v. Sandford decision.

Related Access Points

- **SS.912.AA.2.AP.5:** Identify how federal and state laws affected enslaved and free Africans in the 18th and 19th centuries.

- **SS.912.AA.2.6:** Analyze the provisions under the Articles of Confederation and the Constitution regarding slavery.

  Clarifications:

  Clarification 1: Instruction includes how slavery increased through natural reproduction and the smuggling of human contraband, in spite of the desire of the Continental Congress to end the importation of slaves.

  Clarification 2: Instruction includes how the Northwest Ordinance of 1785 provided a mechanism for selling and settling the land and laid the foundations of land policy until passage of the Homestead Act of 1862.

  Clarification 3: Instruction includes the political issues regarding slavery that were addressed in the Northwest Ordinance of 1787.

  Clarification 4: Instruction includes the Three-Fifths Compromise as an agreement between delegates from the northern and the southern states in the Continental Congress (1783) and taken up anew at the United States Constitutional Convention (1787) that required three-fifths of the slave population be counted for determining direct taxation and representation in the House of Representatives.

  Related Access Points

  - **SS.912.AA.2.AP.6:** Identify the provisions under the Articles of Confederation and the Constitution regarding slavery.

- **SS.912.AA.2.7:** Analyze the contributions of founding principles of liberty, justice and equality in the quest to end slavery.

  Clarifications:

  Clarification 1: Instruction includes the principles found in historical documents (e.g., Declaration of Independence as approved by the Continental Congress in 1776, Chief Justice William Cushing's notes regarding the Quock Walker case, Petition to the Massachusetts Legislature on January 13, 1777, Constitution of Massachusetts of 1780, Constitution of Kentucky of 1792, Northwest Ordinance of 1785, Northwest Ordinance of 1787, Southwest Ordinance of 1790, Petition from the Pennsylvania Society for the Abolition of Slavery of 1790, Petition of Free Blacks of Philadelphia 1800, United States Congress Act Prohibiting Importation of Slaves of 1808).

  Clarification 2: Instruction includes the contributions of key figures in the quest to end slavery as the nation was founded (e.g., Elizabeth "Mum Bett" Freeman, George Washington, Alexander Hamilton, Benjamin Franklin, John Jay).

Related Access Points

- **SS.912.AA.2.AP.7:** Identify how liberty, justice and equality contributed to the fight to end slavery.

- **SS.912.AA.2.8:** Examine the range and variety of specialized roles performed by slaves.

  Clarifications:

  Clarification 1: Instruction includes the trades of slaves (e.g., musicians, healers, blacksmiths, carpenters, shoemakers, weavers, tailors, sawyers, hostlers, silversmiths, cobblers, wheelwrights, wigmakers, milliners, painters, coopers).

  Clarification 2: Instruction includes the variety of locations slaves worked (e.g., homes, farms, on board ships, shipbuilding industry).

  Related Access Points

  - **SS.912.AA.2.AP.8:** Identify a variety of specialized roles performed by slaves.

- **SS.912.AA.2.9:** Explain how early abolitionist movements advocated for the civil rights of Africans in America.

  Clarifications:

  Clarification 1: Instruction includes leading advocates and arguments for civil rights (e.g., John Jay, Alexander Hamilton, Benjamin Rush).

  Clarification 2: Instruction includes the abolitionist and anti-slavery organizations (e.g., Pennsylvania Abolition Society [PAS], New York Manumission Society [NYMS], Free African Society [FAS], Maryland Society for Promoting the Abolition of Slavery and the Relief of Free Negroes and Others Unlawfully Held in Bondage, Pennsylvania Society for Promoting the Abolition of Slavery).

  Related Access Points

  - **SS.912.AA.2.AP.9:** Identify how early abolitionists advocated for the civil rights of Africans in America.

- **SS.912.AA.2.10:** Evaluate the Abolitionist Movement and its leaders and how they contributed in different ways to eliminate slavery.

  Clarifications:

  Clarification 1: Instruction includes different abolitionist leaders and how their approaches to abolition differed (e.g., William Lloyd Garrison, Frederick Douglass, President Abraham Lincoln, Thaddeus Stevens, Sojourner Truth, Jonathan Walker, Albion Tourgée, Harriet Tubman, Harriet Beecher Stowe, William Wilberforce [United Kingdom], Vicente Guerrero [Mexico]).

  Clarification 2: Instruction includes how Abraham Lincoln's views on abolition evolved over time.

  Clarification 3: Instruction includes the relationship between William Lloyd Garrison and Frederick Douglass and their respective approaches to abolition.

  Clarification 4: Instruction includes the efforts in the creation of the 13th Amendment.

  Clarification 5: Instruction includes different abolition groups and how they related to other causes (e.g., women's suffrage, temperance movements).

Clarification 6: Instruction includes the efforts of the American Colonization Society towards the founding of Liberia and its relationship to the struggle to end slavery in the United States.

Related Access Points

- **SS.912.AA.2.AP.10:** Identify how abolitionist leaders contributed in different ways to eliminate slavery during the Abolitionist Movement.

- **SS.912.AA.2.11:** Describe the impact The Society of Friends had on the abolition of slavery.

  Clarifications:

  Clarification 1: Instruction includes the relationship between the Abolitionist Movement involving the Quakers in both England and the United States.

  Clarification 2: Instruction includes how the use of pamphlets assisted the Quakers in their abolitionist efforts.

  Clarification 3: Instruction includes key figures and actions made within the Quaker abolition efforts in North Carolina.

  Related Access Points

  - **SS.912.AA.2.AP.11:** Identify the impact The Society of Friends had on the abolition of slavery.

- **SS.912.AA.2.12:** Explain how the Underground Railroad and its conductors successfully relocated slaves to free states and Canada.

  Clarifications:

  Clarification 1: Instruction includes the leaders of the Underground Railroad (e.g., Harriet Tubman, Gerrit Smith, Levi Coffin, John Rankin family, William Lambert, William Still).

  Clarification 2: Instruction includes the methods of escape and the routes taken by the conductors of the Underground Railroad.

  Clarification 3: Instruction includes how the South tried to prevent slaves from escaping and their efforts to end the Underground Railroad.

  Clarification 4: Instruction includes how the Underground Railroad and the Abolitionist Movement assisted each other toward ending slavery.

  Related Access Points

  - **SS.912.AA.2.AP.12:** Identify how the Underground Railroad and its conductors successfully relocated slaves to free states and Canada.

- **SS.912.AA.2.13:** Explain how the rise of cash crops accelerated the growth of the domestic slave trade in the United States.

  Clarifications:

  Clarification 1: Instruction includes the regions where cotton was produced.

  Clarification 2: Instruction includes the purpose and impact of Eli Whitney’s cotton gin.

  Clarification 3: Instruction includes how the demand for slave labor resulted in a large, forced migration.

Clarification 4: Instruction includes debates over the westward expansion of slavery (e.g., Louisiana Purchase, Missouri Compromise, Wilmot Proviso, Compromise of 1850, Kansas-Nebraska Act).

Related Access Points

- **SS.912.AA.2.AP.13:** Identify how the rise of cash crops accelerated the growth of the domestic slave trade in the United States.

- **SS.912.AA.2.14:** Compare the actions of Nat Turner, John Brown and Frederick Douglass and the direct responses to their efforts to end slavery.

  Related Access Points

  - **SS.912.AA.2.AP.14:** Compare the actions of Nat Turner, John Brown and Frederick Douglass and the direct responses to their efforts to end slavery.

- **SS.912.AA.2.15:** Describe the effects produced by asylum offered to slaves by Spanish Florida.

  Clarifications:

  Clarification 1: Instruction includes the significance of Fort Mose as the first free African community in the United States and the role it and the Seminole Tribe played in the Underground Railroad.

  Clarification 2: Instruction includes the role of Florida and larger Gulf Coast region in the War of 1812 as the British offered liberation to slaves.

  Related Access Points

  - **SS.912.AA.2.AP.15:** Identify the effects produced by asylum offered to slaves by Spanish Florida.

- **SS.912.AA.2.16:** Describe Florida colonies that existed between the colonial period through the acquisition of Florida with the Adams-Onís Treaty of 1819, which was called the Transcontinental Treaty and ratified in 1821.

  Related Access Points

  - **SS.912.AA.2.AP.16:** Identify different colonies that existed in Florida between the colonial period until the United States acquired Florida through the Adams-Onis Treaty of 1819, which was ratified in 1821.

- **SS.912.AA.3.1:**

  Analyze the changing social and economic roles of African Americans during the Civil War and the Exodus of 1879.

  Clarifications:

  Clarification 1: Instruction includes the status of slaves, escaped slaves, and free blacks during the Civil War.

  Clarification 2: Instruction includes examining the roles and efforts of black nurses, soldiers, spies, scouts, and slaves during the Civil War.

  Clarification 3: Instruction includes the significant roles of African Americans in the armed forces (e.g., 54th Massachusetts Volunteer Infantry, 13th U.S. Colored Troops, Buffalo Soldiers, Sgt. William Carney, Pvt. Cathay Williams, Harriet Tubman).

Clarification 4: Instruction includes the establishment and efforts of the Freedman's Bureau.

Clarification 5: Instruction includes the Exodusters and their influence on American culture.

Related Access Points

- **SS.912.AA.3.AP.1:** Describe how the social and economic roles of African Americans changed during the Civil War and the Exodus of 1879.

- **SS.912.AA.3.2:** Examine social contributions of African Americans post-Civil War.

  Clarifications:

  Clarification 1: Instruction includes how the war effort helped propel civil rights for African Americans from the early Civil Rights Movement (1865-1896) to the modern-day Civil Rights Movement, demanding the American promise of justice, liberty, and equality (i.e., 13th Amendment, 14th Amendment, 15th Amendment).

  Clarification 2: Instruction includes the founding of Historically Black Colleges and Universities (HBCUs).

  *Clarification 3:*Instruction includes fraternal and sororal organizations.

  Related Access Points

  - **SS.912.AA.3.AP.2:** Identify social contributions of African Americans post-Civil War.

- **SS.912.AA.3.3:** Examine the importance of sacrifices, contributions, and experiences of African Americans during wartime from the Spanish-American War through the Korean War.

  Clarifications:

  Clarification 1: Instruction includes the contributions of African American soldiers during World War I. (e.g., 369th Infantry Regiment [Harlem Hellfighters], 370th Infantry Regiment, Sgt. Henry Johnson, Cpl. Freddie Stowers).

  Clarification 2: Instruction includes the heroic actions displayed by the Tuskegee Airmen during World War II. (e.g., Gen. Charles McGee, Gen. Benjamin O. Davis, Jr., Gen. Daniel "Chappie" James, Capt. Roscoe C. Brown, 1st Lt. Lucius Theus, Charles Alfred "Chief" Anderson, James Polkinghorne).

  Clarification 3: Instruction includes the contributions of African American women to World War I and World War II (e.g., 6888th Central Postal Directory Battalion [Six Triple Eight], Lt. Col. Charity Edna Adams, Addie W. Hunton, Kathryn M. Johnson, Helen Curtis).

  Related Access Points

  - **SS.912.AA.3.AP.3:** Identify sacrifices, contributions and experiences of African Americans during wartime from the Spanish-American War through the Korean War.

- **SS.912.AA.3.4:** Evaluate the relationship of various ethnic groups to African Americans' access to rights, privileges, and liberties in the United States.

  Clarifications:

  Clarification 1: Instruction includes landmark United States Supreme Court Cases affecting African Americans (e.g., the Slaughter House cases, Yick Wo v. Hopkins, Plessy v. Ferguson).

Clarification 2: Instruction includes the influence of white and black political leaders who fought on behalf of African Americans in state and national legislatures and courts.

Clarification 3: Instruction includes how organizations, individuals, legislation, and literature contributed to the movement for equal rights in the United States (e.g., Sojourner Truth, Frederick Douglass, Carter G. Woodson, Henry Beard Delany, Emma Beard Delaney, Hiram Rhodes Revels).

Clarification 4: Instruction includes how whites who supported Reconstruction policies for freed blacks after the Civil War (white southerners being called scalawags and white northerners being called carpetbaggers) were targeted.

Related Access Points

- **SS.912.AA.3.AP.4:** Identify how landmark United States Supreme Court Cases, leaders and organizations contributed to African Americans' access to rights, privileges and liberties in the United States.

- **SS.912.AA.3.5:** Explain the struggles faced by African American women in the 19th century as it relates to issues of suffrage, business, and access to education.

  Clarifications:
  Clarification 1: Instruction includes the role of African American women in politics, business, and education during the 19th century (e.g., Mary B. Talbert, Ida B. Wells, Sojourner Truth: *Ain't I a Woman?*).

  Related Access Points

  - **SS.912.AA.3.AP.5:** Describe the struggles faced by African American women in the 19th century as it relates to issues of suffrage, business and access to education.

- **SS.912.AA.3.6:** Describe the emergence, growth, destruction, and rebuilding of black communities during Reconstruction and beyond.

  Clarifications:

  Clarification 1: Instruction includes the ramifications of prejudice, racism, and stereotyping on individual freedoms (e.g., the Civil Rights Cases, Black Codes, Jim Crow Laws, lynchings, Columbian Exposition of 1893).

  Clarification 2: Instruction includes acts of violence perpetrated against and by African Americans but is not limited to 1906 Atlanta Race Riot, 1919 Washington, D.C. Race Riot, 1920 Ocoee Massacre, 1921 Tulsa Massacre and the 1923 Rosewood Massacre.

  Clarification 3: Instruction includes communities such as: Lincolnville (FL), Tullahassee (OK), Eatonville (FL).

  Related Access Points

  - **SS.912.AA.3.AP.6:** Identify the emergence, growth, destruction and rebuilding of black communities during Reconstruction and beyond.

- **SS.912.AA.3.7:** Examine economic developments of and for African Americans post-WWI, including the spending power and the development of black businesses and innovations.

  Clarifications:

  Clarification 1: Instruction includes leaders who advocated differing economic viewpoints (e.g., Marcus Garvey, Booker T. Washington, Tuskegee Institute, W.E.B. DuBois, National Association for the Advancement of Colored People [NAACP]).

Clarification 2: Instruction includes the Double Duty Dollar Campaign as an economic movement to encourage community self-sufficiency.

Clarification 3: Instruction includes the impact of Freedman's Savings and Trust Company.

Clarification 4: Instruction includes the contributions of black innovators, entrepreneurs and organizations to the development and growth of black businesses and innovations (e.g., National Negro Business League, National Urban League, Universal Negro Improvement Association [UNIA], NAACP, Annie Malone, Madame C.J. Walker, Negro Motorist Green Book, Charles Richard Patterson of C.R. Patterson & Sons, Suzanne Shank, Reginald F. Lewis).

Related Access Points

- **SS.912.AA.3.AP.7:** Identify economic developments of and for African Americans post-WWI including the spending power and the development of black businesses and innovations.

- **SS.912.AA.3.8:** Examine political developments of and for African Americans in the post-WWI period.

  Clarifications:

  Clarification 1: Instruction includes landmark court cases affecting African Americans.

  Clarification 2: Instruction includes the ramifications of President Franklin D. Roosevelt's New Deal (1933-1945) on African Americans.

  Clarification 3: Instruction includes the effects of the election of African Americans to national office (e.g., Oscar De Priest).

- **SS.912.AA.3.9:** Examine the various factors that led to and the consequences of the Great Migration.

  Clarifications:

  Clarification 1: Instruction includes the push and pull factors of the Great Migration. (e.g., race riots, socio-economic factors, political rights, how African Americans suffered infringement of rights through racial oppression, segregation, discrimination).

  Clarification 2: Instruction includes the Great Migration and its influence on American culture (e.g., political realignment and dealignment).

  Clarification 3: Instruction includes how the transition from rural to urban led to opportunities and challenges. (e.g., Emmett J. Scott: Letters of Negro Migrants, Jacob Lawrence: The Migration of the Negro, red-lining, 1935 Harlem Race Riot, broad increase in economic competition).

  Related Access Points

  - **SS.912.AA.3.AP.9:** Identify different factors that led to and the consequences of the Great Migration.

- **SS.912.AA.3.10:** Describe the Harlem Renaissance and examine contributions from African American artists, musicians and writers and their lasting influence on American culture.

  Related Access Points

- **SS.912.AA.3.AP.10:** Identify the Harlem Renaissance and examine contributions from African American artists, musicians and writers and their lasting influence on American culture.

- **SS.912.AA.3.11:** Examine and analyze the impact and achievements of African American women in the fields of education, journalism, science, industry, the arts, and as writers and orators in the 20th century.

  Related Access Points
  - **SS.912.AA.3.AP.11:** Identify the impact and achievements of African American women in the fields of education, journalism, science, industry, the arts, and as writers and orators in the 20th century.

- **SS.912.AA.3.12:**

  Analyze the impact and contributions of African American role models as inventors, scientists, industrialist, educators, artists, athletes, politicians and physicians in the 19th and early 20th centuries, and explain the significance of their work on American society.

  Related Access Points
  - **SS.912.AA.3.AP.12:** Identify the impact and contributions of African American role models as inventors, scientists, industrialist, educators, artists, athletes, politicians and physicians in the 19th and early 20th centuries and recognize the significance of their work on American society.

- **SS.912.AA.3.13:** Explain how WWII was an impetus for the modern Civil Rights Movement.

  Clarifications:
  Clarification 1: Instruction includes how WWII helped to break down the barriers of segregation (e.g., 1948 Executive Order 9981, Executive Order 8802 signed by President Franklin D. Roosevelt, Tuskegee Airmen, “Double V” campaign, James G. Thompson).

  Related Access Points
  - **SS.912.AA.3.AP.13:** Identify how WWII was an impetus for the modern Civil Rights Movement.

- **SS.912.AA.3.14:** Examine key figures and events from Florida that affected African Americans.

  Clarifications:

  Clarification 1: Instruction includes key events that occurred in Florida during the 19th century (e.g., Battle of Olustee).

  Clarification 2: Instruction includes early examples of African American playwrights, novelists, poets, actors, politicians and merchants (e.g., Jonathan C. Gibbs, Josiah Walls, Robert Meacham, Blanche Armwood, Mary McLeod Bethune, Harry T. Moore, Harriet Moore, James Weldon Johnson).

  Clarification 3: Instruction includes the settlements of forts, towns and communities by African Americans and its impact on the state of Florida post-Civil War (e.g., Fort Pickens, Eatonville, Lincolnville).

  Related Access Points
  - **SS.912.AA.3.AP.14:** Identify key figures and events from Florida during the 19th century that affected African Americans.

- **SS.912.AA.4.1:** Analyze the influences and contributions of African American musical pioneers.

  Clarifications:
  Clarification 1: Instruction includes significant musical styles created and performed by African American musicians.

  Related Access Points
  - **SS.912.AA.4.AP.1:** Identify the influences and contributions of African American musical pioneers.

- **SS.912.AA.4.2:** Analyze the influence and contributions of African Americans to film.

  Clarifications:
  Clarification 1: Instruction includes Oscar Micheaux's films as an influential component of the modern-era Civil Rights Movement and future film industry (e.g., Lincoln Motion Picture Company, George P. Johnson, Noble Johnson, Spike Lee, Sidney Poitier, Melvin Van Peebles, Julie Dash, William Packer, Hattie McDaniel).

  Related Access Points
  - **SS.912.AA.4.AP.2:** Identify the influence and contributions of African Americans to film.

- **SS.912.AA.4.3:** Examine the importance of sacrifices, contributions and experiences of African Americans during military service from 1954 to present.

  Related Access Points
  - **SS.912.AA.4.AP.3:** Describe the sacrifices, contributions and experiences of African Americans during military service from 1954 to present.

- **SS.912.AA.4.4:**

  Analyze the course, consequences, and influence of the modern Civil Rights Movement.

  Clarifications:

  Clarification 1: Instruction includes the early Civil Rights Movement (1865-1896) to the modern-era Civil Rights Movement and define the modern-era Civil Rights Movement as an economic, social, and political movement from 1945 to 1968 (e.g., speeches, legislation, Dr. Martin Luther King Jr., John Lewis).

  Clarification 2: Instruction includes the events that led to the writing of the Civil Rights Act of 1964.

  Clarification 3: Instruction includes the March on Washington and its influence on public policy.

  Related Access Points
  - **SS.912.AA.4.AP.4:** Describe the impact of the modern Civil Rights Movement.

- **SS.912.AA.4.5:** Compare differing organizational approaches to achieving equality in America.

  Clarifications:

  Clarifications 1: Instruction includes the immediate and lasting effects of modern civil rights organizations (e.g., The National Association for the Advancement of Colored People [NAACP], Congress of Racial Equality [CORE], Southern Christian Leadership Conference

[SCLC], Student Non-Violent Coordinating Committee [SNCC], Black Panther Party [BPP], Highlander Folk School, religious institutions).

Clarification 2: Instruction includes different methods used by coalitions (i.e., freedom rides, wade-ins, sit-ins, boycotts, protests, marches, voter registration drives, media relations).

Related Access Points

- **SS.912.AA.4.AP.5:** Identify various civil rights organizations and methods that help achieve equality in America.

- **SS.912.AA.4.6:** Examine organizational approaches to resisting equality in America.

  Clarifications:

  Clarification 1: Instruction includes the immediate and lasting effects of organizations that sought to resist achieving American equality (e.g., state legislatures, Ku Klux Klan [KKK], White Citizens' Councils [WCC], law enforcement agencies, elected officials such as the "Pork Chop Gang," private school consortiums, Mississippi State Sovereignty Commission [MSSC]).

  Clarification 2: Instruction includes different methods used by coalitions (e.g., white primaries, acts of violence, unjust laws such as poll taxes, literacy tests, sundown laws, anti-miscegenation laws).

  Clarification 3: Instruction includes commentary on just and unjust laws (e.g., Letter from Birmingham Jail, I Have a Dream Speech, Chief Justice Earl Warren's ruling opinion on Loving v. Virginia, commentary of Senator Everett Dirksen).

  Related Access Points

  - **SS.912.AA.4.AP.6:** Identify organizational groups and methods that resist(ed) equality in America.

- **SS.912.AA.4.7:** Explain the struggles and successes for access to equal educational opportunities for African Americans.

  Clarifications:

  Clarification 1: Instruction includes how African Americans were impacted by the 1954 Brown v. Board of Education decision that overturned Plessy v. Ferguson.

  Clarification 2: Instruction includes Ruby Bridges, James Meredith, Little Rock Nine, 1971 Swann v. Charlotte-Mecklenburg Board of Education and 1978 Regents of the University of California v. Bakke.

  Clarification 3: Instruction includes the evolution of Historically Black Colleges and Universities (HBCUs) to include land grant status and liberal arts studies.

  Clarification 4: Instruction includes local court cases impacting equal educational opportunities for African Americans.

  Related Access Points

  - **SS.912.AA.4.AP.7:** Describe the struggles and successes for access to equal educational opportunities for African Americans.

- **SS.912.AA.4.8:** Analyze the contributions of African Americans to the fields of science, technology, engineering and mathematics.

Related Access Points

- **SS.912.AA.4.AP.8:** Identify the contributions of African Americans to the fields of science, technology, engineering and mathematics (STEM).

- **SS.912.AA.4.9:** Examine the key people who helped shape modern civil rights movement (e.g., Dr. Martin Luther King Jr., Claudette Colvin, Rosa Parks, Stokely Carmichael, Fannie Lou Hamer, Freedom Riders, A. Philip Randolph, Malcolm X, Justice Thurgood Marshall, Mamie Till Mobley, Diane Nash, Coretta Scott King, John Lewis, Medgar Evers).

  Clarifications:
  Clarification 1: Instruction includes local individuals in civil rights movements.

  Related Access Points

  - **SS.912.AA.4.AP.9:** Identify the key people who helped shape modern civil rights movement (e.g., Dr. Martin Luther King Jr., Claudette Colvin, Rosa Parks, Stokely Carmichael, Fannie Lou Hamer, Freedom Riders, A. Philip Randolph, Malcolm X, Justice Thurgood Marshall, Mamie Till Mobley, Diane Nash, Coretta Scott King, John Lewis, Medgar Evers).

- **SS.912.AA.4.10:** Identify key legislation and the politicians and political figures who advanced American equality and representative democracy.

  Clarifications:

  Clarification 1: Instruction includes political figures who shaped the modern Civil Rights efforts (e.g., Arthur Allen Fletcher, President Dwight D. Eisenhower, President John F. Kennedy, President Lyndon B. Johnson, President Richard Nixon, Senator Everett Dirksen, Mary McLeod Bethune, Shelby Steele, Thomas Sowell, Representative John Lewis).

  Clarification 2: Instruction includes key legislation (i.e., Civil Rights Act of 1957, 1960, 1964, 1967 and 1972 Title VII, Voting Rights Act of 1965).

  Related Access Points

  - **SS.912.AA.4.AP.10:** Recognize important legislation and political leaders who helped advance equality and representative democracy in the United States.

- **SS.912.AA.4.11:** Analyze the role of famous African Americans who contributed to the visual and performing arts (e.g., Florida Highwaymen, Marian Anderson, Alvin Ailey, Misty Copeland).

  Related Access Points

  - **SS.912.AA.4.AP.11:** Identify the role of famous African Americans who contributed to the visual and performing arts (e.g., Florida Highwaymen, Marian Anderson, Alvin Ailey, Misty Copeland).

- **SS.912.AA.4.12:** Analyze economic, political, legal, and social experiences of African Americans and their contributions and sacrifices to American life from 1960 to present.

  Clarifications:

  Clarification 1: Instruction includes the use of statistical census data between 1960 to present, comparing African American participation in higher education, voting, poverty rates, income, family structure, incarceration rates, and number of public servants.

  Clarification 2: Instruction includes the Great Society's influence on the African American experience.

Clarification 3: Instruction includes but is not limited to African American pioneers in their field (e.g., President Barack Obama, Vice President Kamala Harris, Secretary of State Colin Powell, Secretary of State Condoleezza Rice, Justice Ketanji Brown Jackson, Justice Clarence Thomas, Representative Shirley Chisholm, Arthur Ashe, Ronald McNair).

Related Access Points

- **SS.912.AA.4.AP.12:** Identify economic, political, legal and social experiences of African Americans and their contributions and sacrifices to American life from 1960 to present.

- **SS.912.AA.4.13:** Examine key events and persons related to society, economics, and politics in Florida as they influenced African American experiences.

  Clarifications:

  Clarification 1: Instruction includes events and figures relating to society, economics and politics in Florida (e.g., Florida Supreme Court Justice Joseph W. Hatchett, Florida Supreme Court Justice Peggy A. Quince, Gwen Cherry, Carrie Meek, Joe Lang Kershaw, Arnett E. Girardeau, Zora Neale Hurston, Alice Walker, A. Philip Randolph, Tallahassee Bus Boycott of 1956, Ax Handle Saturday, St. Augustine summer of 1964).

  Clarification 2: Instruction includes the integration of the University of Florida.

  Clarification 3: Instruction should include local people, organizations, historic sites, cemeteries, and events.

- **SS.912.CG.1.4:** Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.

  Clarifications:

  Clarification 1: Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.

  Clarification 2: Students will evaluate how the documents are connected to one another.

  Clarification 3: Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10. No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.

  Clarification 4: Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).

  Related Access Points

  - **SS.912.CG.1.AP.4:** Identify how the ideals and principles expressed in the founding documents shape America as a constitutional republic

- **SS.912.CG.2.2:** Explain the importance of political and civic participation to the success of the United States' constitutional republic.

  Clarifications:

  Clarification 1: Students will discuss various ways in which U.S. citizens can exercise political and civic participation.

  Clarification 2: Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement).

Clarification 3: Students will describe the ways in which individuals can be denied and limited in their right to practice political, and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting).

Related Access Points

- **SS.912.CG.2.AP.2:** Recognize the importance of political and civic participation to the success of the United States' constitutional republic.

- **SS.912.CG.2.6:** Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.

  Clarifications:

  Clarification 1: Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman's desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).

  Clarification 2: Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.

  Related Access Points

  - **SS.912.CG.2.AP.6:** Recognize how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.

- **SS.912.CG.2.7:** Analyze the impact of civic engagement as a means of preserving or reforming institutions.

  Clarifications:

  Clarification 1: Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).

  Clarification 2: Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).

  Related Access Points

  - **SS.912.CG.2.AP.7:** Recognize the impact of civic engagement as a means of preserving or reforming institutions.

- **SS.912.CG.3.11:** Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.

  Clarifications:

  Clarification 1: Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; McCulloch v. Maryland; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; Korematsu v. United States; Mapp v. Ohio; In re Gault; United States v. Nixon; Hazelwood v. Kuhlmeier; District of Columbia v. Heller; Schenck v. United States; Brandenburg v. Ohio; Students for Fair Admissions, Inc. v. President and Fellows of Harvard College).

  Clarification 2: Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments.

Clarification 3: Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments.

Related Access Points

- **SS.912.CG.3.AP.11:** Recognize how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.

- **SS.912.G.1.1:** Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.

  Related Access Points

  - **SS.912.G.1.AP.1:** Design maps to explain physical and cultural attributes of major world regions.

- **SS.912.G.1.2:** Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

  Related Access Points

  - **SS.912.G.1.AP.2:** Using the Six Essential Elements, describe any given place.

- **SS.912.G.1.3:** Employ applicable units of measurement and scale to solve simple locational problems using maps, and globes.

  Related Access Points

  - **SS.912.G.1.AP.3:** Utilize units of measurement and scale to solve simple locational problems using maps and globes.

- **SS.912.G.1.4:** Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

  Related Access Points

  - **SS.912.G.1.AP.4:** Identify geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information System (GIS), and a broad variety of maps.

- **SS.912.G.2.1:** Identify the physical characteristics and the human characteristics that define and differentiate regions.

  Related Access Points

  - **SS.912.G.2.AP.1:** Identify physical and human characteristics that define and differentiate regions.

- **SS.912.G.4.1:** Interpret population growth and other demographic data for any given place.

  Related Access Points

  - **SS.912.G.4.AP.1:** Compare the changes in population growth and other demographic data for selected places.

- **SS.912.G.4.7:** Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

  Related Access Points

  - **SS.912.G.4.AP.7:** Use geographic terms and tools to identify characteristics of cultural diffusion throughout selected places, regions, and the world.

- **SS.912.G.4.9:** Use political maps to describe the change in boundaries and governments within continents over time.

  Related Access Points
  - **SS.912.G.4.AP.9:** Use political maps to identify changes in boundaries or governments within a continent.

- **SS.912.H.1.4:** Explain philosophical beliefs as they relate to works in the arts.

  Related Access Points
  - **SS.912.H.1.AP.4:** Identify philosophical beliefs as they relate to works in the arts.

- **SS.912.H.3.1:** Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

  Related Access Points
  - **SS.912.H.3.AP.1:** Identify effects of transportation, trade, communication, science, and technology on the preservation of a culture and its diffusion to other locations.

- **SS.912.W.1.1:** Use timelines to establish cause and effect relationships of historical events.

  Related Access Points
  - **SS.912.W.1.AP.1:** Use a timeline to identify the cause-and-effect relationships of historical events.

- **SS.912.W.1.3:** Interpret and evaluate primary and secondary sources.

  Related Access Points
  - **SS.912.W.1.AP.3:** Examine and describe information in primary and secondary sources.

- **SS.912.W.1.4:** Explain how historians use historical inquiry and other sciences to understand the past.

  Related Access Points
  - **SS.912.W.1.AP.4:** Identify how historians use historical inquiry and related sciences to understand the past.

- **SS.912.W.1.6:** Evaluate the role of history in shaping identity and character.

  Related Access Points
  - **SS.912.W.1.AP.6:** Identify the role of history in shaping the identity of culture and character.

- **SS.912.W.4.14:** Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.

  Related Access Points
  - **SS.912.W.4.AP.14:** Recognize how the practice of slavery and other forms of forced labor differed in Africa, Europe, and the Americas.

- **SS.912.W.4.15:** Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.

  Related Access Points
  - **SS.912.W.4.AP.15:** Identify the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.

- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **HE.912.R.2.1:** Describe the importance of leadership skills in the school and the community.

  Related Access Points
  - **HE.912.R.2.AP.1:** Identify the importance of leadership skills in the school and the community.

- **HE.912.R.2.6:** Analyze how actions and reactions can influence one to respond in different situations.

  Clarifications:
  Clarification 1: Instruction includes emotions not governing behavior.

  Related Access Points
  - **HE.912.R.2.AP.6:** Identify how actions and reactions can influence one to respond in different situations.

- **HE.912.R.4.4:** Identify the importance of perseverance when facing difficulty solving a problem.

  Related Access Points
  - **HE.912.R.4.AP.4:** Identify the importance of perseverance when facing difficulty solving a problem.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.
- **ELD.K12.ELL.SS.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Course Information

General Notes

Access Courses: Access courses are intended only for students with the most significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations.

Access points in the subject areas of science, art, dance, physical education, theatre, and music provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts, mathematics, social studies and health do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

It is important to note that special attention should also be paid to the “Remarks” and “Clarifications” which provides additional information that aids in teaching the benchmarks with fidelity and clarity.

Mathematics Thinking and Reasoning Standards (MTRs)

The MTR are built on the following premises:

- Florida’s state academic standards for social studies are taught through the lens of the MTRs; the MTRs are embedded throughout every lesson;
- language of the MTRs are expectations for students to use as self-monitoring tools during instruction every day;
- ensures that students are engaged, persevere in tasks, share their thinking, balance conceptual understanding and procedures, assess their solutions and make connections to previous and extended knowledge/learning; and

- standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

English Language Arts (ELA) Expectations (EEs)

- The ELA Expectations are those overarching skills that run through every component of instruction.
- These are skills that students should be using throughout the instruction of Florida's state academic standards for social studies.

For guidance on the implementation of the EEs, please visit ELA B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS. To access Mathematics Resources please visit B.E.S.T Mathematics Resources (fldoe.org).

English Language Development (ELDs)

- The ELDs are adopted from the World-Class Instruction Design and Assessment Consortium or WIDA.
- The standards represent the social, instructional and academic language that students need to engage with peers, educators and the curriculum in schools.

Teachers are required to provide listening, speaking, reading and writing instruction that allows English Language Learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following
link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

Version Requirements

Required Instruction:

Section 1003.42, Florida Statutes, outlines the topics that must be taught in Florida's public schools as part of required instruction. The Florida Department of Education supports districts in fulfilling these requirements through guidance, resources and tools to ensure students receive instruction that promotes civic responsibility, character development, historical understanding and digital safety.

This course satisfies statutory requirements for required instructional components:

- History and content of the Declaration of Independence (2)(a)
- United States Constitution (2)(b)
- History of the United States (2)(f)
- African American History (2)(h)
- History of the state (2)(m)

The primary content emphasis for this course pertains to the study of the chronological development of African Americans by examining the political, economic, social, religious, military and cultural events that affected the cultural group.

General Information

Course Number: 7921050

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACC AFRICAN-AMER HIST

Number of Credits: One (1) credit

Course Length: Year (Y)

Course Type: Elective Course

Course Level: 2

Course Status: Course Approved

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** History (Grades 6-12)
- History (Grades 6-12) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- History (Grades 6-12) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- History (Grades 6-12) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** History (Grades 6-12)

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 5-9)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 5-9)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 5-9)
- Social Science (Grades 5-9) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 5-9)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 6-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 6-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 6-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 6-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 6-12)

Career Education: 9-12 (#7921330)

Version: 2015 - And Beyond (current)

A. Major Concepts/Content. The purpose of this course is to enable students with disabilities to apply the knowledge and skills needed to design and implement personal plans for achieving their desired postschool outcomes. The personal plans may address all critical transition service areas, including instruction, related services, community experiences, employment, postschool adult living, and, if needed, daily living skills and functional vocational evaluation.

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

- personal and career planning

- information about careers

- diploma options and postsecondary education

- community involvement and participation

- personal care

- interpersonal relationships

- communication

- use of leisure time

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

B. Special Note. This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master

to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously. This course is designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired postschool outcomes for adult living and employment specified in the student's Transition Individual Educational Plan.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems. Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

Course Information

General Notes

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

Version Requirements

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

After successfully completing this course, the student will:

1. Demonstrate knowledge of planning tools and resources for personal and career planning (e.g., aptitude surveys and inventories, counseling, community agencies, computer-based programs).

2. Use a planning process to establish personal and career goals.

IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.

IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals–with guidance and support.
IF.B.1.Pa.1 participate in expressing personal needs–with assistance.

3. Demonstrate knowledge of career options.

CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.
CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices–with guidance and support.

4. Demonstrate understanding of entry-level job responsibilities and social competencies necessary for successful employment.

CL.C.2.In.1 plan and implement personal work assignments.
CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.
CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.
CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
CL.C.2.In.5 apply employability skills in the workplace.
CL.C.2.Su.1 plan and implement personal work assignments–with guidance and support.
CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace–with guidance and support.
CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace–with guidance and support.
CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace–with guidance and support.
CL.C.2.Su.5 apply employability skills in the workplace–with guidance and support.

5. Evaluate own interests and abilities as related to career and postsecondary educational opportunities.

IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals–with guidance and support.

6. Demonstrate knowledge of options for high school diploma and requirements for postschool training that relate to desired career and postschool outcomes.

7. Demonstrate knowledge of the role of self-advocacy in personal life and in the workplace.

CL.C.1.In.2 identify individual rights and responsibilities in the workplace.
CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace–with guidance and support.

8. Demonstrate knowledge of own Individual Educational Plan, including participation in the team meeting, if appropriate.

9. Demonstrate effective strategies and problem-solving skills to be used when completing tasks at school, in the home, and in the community.

CL.B.4.In.1 identify problems and examine alternative solutions.
CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.
CL.B.4.Su.1 identify problems found in functional tasks–with guidance and support.
CL.B.4.Su.2 implement solutions to problems found in functional tasks–with guidance and support.
CL.B.4.Pa.1 participate in problem-solving efforts in daily routines–with assistance.
CL.C.2.In.1 plan and implement personal work assignments.
CL.C.2.Su.1 plan and implement personal work assignments–with guidance and support.

10. Demonstrate knowledge of contributing factors for positive self-esteem and personal feelings of efficacy.

IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals–with guidance and support.

11. Demonstrate personal care skills that meet demands of situations at school, in the home, in the workplace, and in the community.

IF.A.1.In.2 complete personal care, health, and fitness activities.
IF.A.1.Su.2 complete personal care, health, and fitness activities–with guidance and support.
IF.A.1.Pa.2 participate in personal care, health, and safety routines–with assistance.

12. Demonstrate knowledge of skills and concepts involved in personal money management (e.g., budgets, banking, salaries, credit, taxes).

IF.A.1.In.1 complete productive and leisure activities used in the home and community.
IF.A.1.Su.1 complete productive and leisure activities used in the home and community–with guidance and support.

13. Demonstrate safe travel skills within and beyond the community including using public or private transportation if appropriate.

IF.A.2.In.2 demonstrate safe travel within and beyond the community.
IF.A.2.Su.2 demonstrate safe travel within and beyond the community–with guidance and support.
IF.A.2.Pa.2 participate in reaching desired locations safely within familiar environments–with assistance.

14. Demonstrate understanding of appropriate activities for recreation and leisure.

IF.A.1.In.1 complete productive and leisure activities used in the home and community.
IF.A.1.Su.1 complete productive and leisure activities used in the home and community–with guidance and support.
IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and community–with assistance.

15. Demonstrate knowledge of the nature and importance of community involvement and participation for all citizens.

IF.A.2.In.1 select and use community resources and services for specified purposes.
IF.A.2.Su.1 use community resources and services–with guidance and support.

IF.A.2.Pa.1 participate in activities involving the use of community resources and services–with assistance.

16. Demonstrate effective communication skills for use in school, home, workplace, and community settings.

CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.
CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations–with guidance and support.
CO.A.1.Pa.1 participate in effective communication with others–with assistance.

17. Demonstrate personal and social skills, including working in groups and conflict resolution, necessary for success on the job and in the community.

SE.A.1.In.1 cooperate in a variety of group situations.
SE.A.1.In.2 assist in establishing and meeting group goals.
SE.A.1.In.3 function effectively within formal organizations.
SE.A.1.Su.1 cooperate in group situations–with guidance and support.
SE.A.1.Su.2 function effectively within formal organizations–with guidance and support.
SE.A.1.Pa.1 participate effectively in group situations–with assistance.
SE.A.2.In.1 interact acceptably–with others within the course of social, vocational, and community living.
SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living–with guidance and support.
SE.A.2.Pa.1 engage in routine patterns of interaction with others when participating in daily activities–with assistance.

General Information

Course Number: 7921330

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >

Abbreviated Title: CAR ED: 9-12

Number of Credits: Multiple credits

Course Length: Multiple (M) - Course length can vary

Course Attributes:

- Class Size Core Required

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

- Varying Exceptionalities (Elementary and Secondary Grades K-12)
- Speech Correction (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12)
- Occupational Therapy (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Speech Language Impaired Associate (Elementary and Secondary Grades K-12)

- Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Hearing Impaired (Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12)
- Visually Impaired (Elementary and Secondary Grades K-12)
- Speech Language Impaired (Elementary and Secondary Grades K-12)

CTE Substitution for Access Social Studies (#7921998)

Version: 2015 - And Beyond (current)

State Board of Education Rule 6A-1.09963, F.A.C., provides substitutions for students with disabilities using eligible career/technical courses containing content related to the course for which it is substituting, for both core access and non-access courses.

Students who receive a course substitution earn course credit counted toward high school graduation, with the exception of the following graduation requirements: Algebra 1, Biology, Economics, Geometry, United States Government, United States History, or World History.

A course substitution does not factor into a student's grade point average (GPA).

Course Information

General Information

Course Number: 7921998

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >

Abbreviated Title: CTE SUB ACC SOCSTUD

Number of Credits: One (1) credit

Course Length: Not Applicable

Course Type: Course Substitution

Course Status: State Board Approved

Grade Level(s): 9,10,11,12,30,31

CTE Substitution for Social Studies (#7921999)

Version: 2015 - And Beyond (current)

State Board of Education Rule 6A-1.09963, F.A.C., provides substitutions for students with disabilities using eligible career/technical courses containing content related to the course for which it is substituting, for both core access and non-access courses.

Students who receive a course substitution earn course credit counted toward high school graduation, with the exception of the following graduation requirements: Algebra 1, Biology, Economics, Geometry, United States Government, United States History, or World History.

A course substitution does not factor into a student's grade point average (GPA).

Course Information

General Information

Course Number: 7921999

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >

Abbreviated Title: CTE SUB SOCSTUDIES

Number of Credits: One (1) credit

Course Length: Not Applicable

Course Type: Course Substitution

Course Status: State Board Approved

Grade Level(s): 9,10,11,12,30,31

Transition Planning: 9-12 (#7960010)

Version: 2015 - And Beyond (current)

Purpose

The purpose of this course is to enable students with disabilities to develop knowledge and skills for transition planning and accessing services needed to engage in postsecondary education/training, employment, and independent living.

Course Requirements

Self-Determination and Self-Advocacy

1. Apply knowledge and skills reflecting self-advocacy and self-determination in transition planning.
2. Demonstrate skills for effective participation in own individual educational plan meeting for transition planning.
3. Use effective communication skills in school, home, community, and employment settings.
4. Demonstrate personal qualities, such as dependability, punctuality, responsibility, and personal grooming, that meet demands of school, home, community, and employment settings.

Personal and Career Planning

5. Use a planning process to establish and revise personal goals related to postsecondary adult living.
6. Use tools and resources for career planning, such as aptitude surveys and inventories, counseling, and computer-based programs—Electronic Personal Education Planner (ePEP) and CHOICES—to evaluate own interests and abilities for career and postsecondary education/training opportunities.
7. Describe a range of career options in various career clusters.
8. Identify a progression of jobs in a career path beginning with entry-level jobs that match career goals.
9. Evaluate available employment opportunities that match career goals.

Legal Issues

10. Demonstrate understanding of the meaning and personal implications of the age of majority status.
11. Describe the rights and responsibilities of individuals with disabilities as applied to postsecondary education/training, employment, and independent living.
12. Identify differences between rights and responsibilities afforded to students with disabilities in high school programs and adults with disabilities in postsecondary education/training and employment settings, such as self-disclosure, accommodations, and information about the grievance and appeal process.

Workplace Competencies

13. Demonstrate personal and social competencies necessary for employment situations.
14. Demonstrate understanding of job responsibilities in preferred careers.

Postsecondary Education/Training

15. Explain the differences among options for high school diplomas for students with disabilities and how they relate to requirements for postsecondary education/training and preferred career outcomes.
16. Describe postsecondary education/training programs that are recommended or required as preparation for preferred careers.
17. Describe a range of options for postsecondary education/training, including program offerings, admission requirements, financial aid, housing options, and disability resources.

Citizenship and Community Involvement

18. Describe elements and examples of community involvement and participation as a citizen.
19. Identify benefits and services available from community agencies and resources, such as Social Security Administration, health department, disability-specific resources, and other support services.

Independent Living

20. Describe options and resources available in the community for adult living.
21. Compare characteristics, costs, and amenities in various adult living arrangements based on individual preferences and means.
22. Determine requirements, costs, and opportunities for recreation and leisure activities.
23. Select recreation and leisure activities that align with personal interests and abilities.

Course Information

General Notes

Notes
Instructional activities involving practical applications of course requirements may occur in home, school, community, and employment settings for the purposes of training, practice, and validation of skills. These applications may require that the student use related technology, tools, and equipment.

A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7960010

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >

Abbreviated Title: TRAN PLAN: 9-12

Number of Credits: Multiple credits

Course Length: Multiple (M) - Course length can vary

Course Attributes:

- Class Size Core Required

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

- Varying Exceptionalities (Elementary and Secondary Grades K-12)
- Speech Correction (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12)
- Occupational Therapy (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Speech Language Impaired Associate (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Hearing Impaired (Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12)
- Visually Impaired (Elementary and Secondary Grades K-12)
- Speech Language Impaired (Elementary and Secondary Grades K-12)

Preparation for Adult Living (#7963010)

Version: 2023 - And Beyond (current)

Purpose

The purpose of this course is to enable students with disabilities to gain the knowledge and skills needed for postschool adult living.

Course Requirements

Adult Living Arrangements

1. Describe requirements and responsibilities associated with the acquisition of adult living arrangements, such as rent, contracts, insurance, utilities, and household goods.

2. Describe options and resources available for independent or supported living in the community.

3. Exhibit the knowledge and skills needed for basic housekeeping and household maintenance and repair.

Financial Management

4. Apply knowledge and skills involved in personal financial management, such as budgeting, banking, using credit/debit cards, obtaining insurance, and paying taxes using technology and other forms of assistance.

Citizenship and Community Involvement

5. Identify and select events in the community based on personal interests and preferences.

6. Plan and participate in a variety of recreation and leisure activities that align with personal interests and abilities and are based on available opportunities and funds.

7. Explain how to access community agencies and resources, such as Social Security Administration, health department, disability-specific resources, and other support services, to obtain benefits and services.

8. Fulfill legal and civic responsibilities, such as understanding the roles of federal, state, and local government; obtaining photo identification; registering to vote; registering for Selective Service; obeying local laws; and participating in optional volunteer services.

9. Demonstrate knowledge of and ability to travel in the community, including use of available means of transportation and local resources.

Self-Determination and Self-Advocacy

10. Apply knowledge and skills of self-advocacy and self-determination in situations associated with adult life across school, community, home, and employment settings.

11. Use a systematic process to solve problems associated with adult life in situations across school, community, home, and employment settings.

Personal and Social Competencies

12. Apply appropriate communication skills and etiquette when using phone, mail, e-mail, or social networking and other methods of interaction.

13. Demonstrate personal and social competencies necessary for successful interpersonal relationships in a variety of situations.

14. Model techniques to avoid potential negative influences of others, such as peer pressure, bullying, or coercion.

Personal Health and Safety

15. Use knowledge and skills to maintain and enhance health and personal care, including hygiene, appearance, nutrition, personal fitness, and disease prevention.

16. Use knowledge and skills to maintain and enhance personal safety, such as first aid and prevention of abuse.

17. Describe considerations and available resources when seeking medical care for self and family.

Personal and Career Planning

18. Review and revise personal goals related to adult living, including measurable postsecondary goals on own individual educational plan.

19. Explain options for postsecondary education/training programs—such as degree or certificate programs, continuing education, adult education, and on-the-job training—including program offerings, admission requirements, and disability resources.

20. Create a plan that reflects personal career options.

21. Apply job-seeking skills and use a variety of resources to find employment.

22. Explain the meaning and implications of age of majority status.

Course Information

General Notes

This course is designed for students with disabilities who have not graduated with a standard diploma and are 18–22 years old and need transition services in the area of adult living.

Instructional activities involving practical applications of course requirements may occur in home, school, community, and employment settings for the purposes of training, practice, and validation of skills. These applications may require that the student use related technology, tools, and equipment.

A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be modified based on individual needs.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7963010

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Special Skills Courses >

Abbreviated Title: PREP AD LIV

Number of Credits: Multiple credits

Course Length: Multiple (M) - Course length can vary

Course Attributes:

- Class Size Core Required

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12,30,31

Educator Certifications

- Varying Exceptionalities (Elementary and Secondary Grades K-12)
- Speech Correction (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12)
- Occupational Therapy (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Speech Language Impaired Associate (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Hearing Impaired (Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12)
- Visually Impaired (Elementary and Secondary Grades K-12)
- Speech Language Impaired (Elementary and Secondary Grades K-12)
- Deaf or Hard of Hearing (Elementary and Secondary Grades K-12)

Expanded Skills: 9–12 (#7963040)

Version: 2025 - And Beyond (current)

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **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.
- **SP.PK12.DH.1.1b:** Explain historical and current attitudes of the Deaf community and the impact on themselves and others.
- **SP.PK12.DH.1.2b:** Compare and contrast contributions of past and present figures of the Deaf 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.1.4b:** 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.2.2:** Maintain a time management and organizational system for academic studies.
- **SP.PK12.DH.2.5:** Request clarification of school assignments from teachers, family, and peers, when needed.
- **SP.PK12.DH.2.3b:** Explain how previously learned academic vocabulary, skill, or content is used in new skills and concepts.
- **SP.PK12.DH.2.4b:** Construct paragraphs and essays following English semantic and syntactic rules with the support of own preferred mode of communication.
- **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.3.3c:** 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.3.5b:** Request repetition or clarification appropriately from peers, teachers, and community members when needed.
- **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.3.7c:** Use a variety of specialized telecommunication technology, including etiquette and procedures appropriate for his/her needs, independently.
- **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.
- **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.5.3:** Use appropriate behavior in response to situational demands and modify behavior as needed.
- **SP.PK12.DH.5.5:** Anticipate and use repair strategies to ensure communication occurs during difficult listening situations or when communication breakdowns occur.
- **SP.PK12.DH.5.2b:** Request adaptation of the physical environment or accommodations when communication is perceived to be difficult.
- **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.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.
- **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.6.1b:** 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.6.2b:** Select and use assistive technology—low-tech, high-tech, closed captioning, alerting systems—that is personally appropriate.
- **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.6.4b:** 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.
- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

The purpose of this course is to enable students who are deaf and hard of hearing (DHH) and dual sensory impaired (DSI) to apply concepts, knowledge, and skills related to the unique and highly-specialized needs of students who are DHH or DSI in the educational, home, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students who are DHH or DSI and need specially designed instruction to address the unique and highly-specialized needs that result from their disability. Hearing loss adds a dimension to learning that often requires explicit teaching of missed information due to a lack of access to auditory information, such as information gained through incidental learning.

A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be determined by the IEP team through the review of present levels and needs, development of annual goals, and progress monitoring of goal mastery.

Delivery of this course is setting neutral across the continuum of services including delivery in general education environments as well as more restrictive placements. Instructional activities involving practical applications of course requirements may occur in home, school, community, and employment settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

This course is designed to reflect the wide range of abilities within the populations of students who are DHH or DSI. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading, and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting in conjunction with accessibility considerations necessary as a result of lack of access to communication. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences, and discourse to process or produce language necessary for academic success.

The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7963040

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Special Skills Courses >

Abbreviated Title: EXP SKLS: 9-12

Number of Credits: Multiple credits

Course Length: Multiple (M) - Course length can vary

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

- Deaf or Hard of Hearing (Elementary and Secondary Grades K-12)

Expanded Core Competencies: 9-12 (#7963050)

Version: 2023 - And Beyond (current)

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **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.
- **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 aspects of human growth and development 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.
- **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.
- **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.
- **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).
- **SP.PK12.VI.6.2:** Navigate and manipulate the presentation format of auditory resources as needed.
- **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.
- **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.7.2b:** Identify own interests, strengths, preferences, and needs.
- **SP.PK12.VI.7.3b:** Explain how personal strengths and disability impact learning and other areas of life.
- **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.
- **SP.PK12.VI.9.1:** Manage personal hygiene and grooming using nonvisual and/or low-vision strategies.
- **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.9.6:** Identify steps and demonstrate the ability to store and prepare food safely 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.
- **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.9.5b:** Demonstrate the ability to maintain clothing, including cleaning and laundering 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.9.8c:** Demonstrate household management skills, including cleaning, repairs, and financial management (insurance, utilities, etc.), using nonvisual and/or low-vision strategies.
- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

The purpose of this course is to enable students with visual impairments (VI) or dual sensory impairments (DSI) to apply concepts, knowledge, and skills in the educational, home, and community environments. This course is designed to promote the achievement of annual goals based on assessed needs within the student's individual educational plan (IEP).

This course is for students with VI or DSI who need specially designed instruction to address the unique needs that result from their visual disability. The presence of a visual impairment often requires explicit teaching to address the impact of vision loss on incidental learning as well as access to all environments and curriculum.

A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be determined by the IEP team through the review of present levels and needs, development of annual goals, and progress monitoring of goal mastery.

This course may be delivered across the continuum of service settings, including general education environments and community settings for the purposes of acquisition, practice, generalization, and maintenance of skills. Activities may be arranged to extend beyond scheduled school hours. To address the full range of special skills based on the assessed need, students may also be enrolled in an Orientation and Mobility Skills Course.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf.

General Information

Course Number: 7963050

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Special Skills Courses >

Abbreviated Title: EXP CORE COMP: 9-12

Number of Credits: Multiple credits

Course Length: Multiple (M) - Course length can vary

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

- Visually Impaired (Elementary and Secondary Grades K-12)

Orientation and Mobility: 9–12 (#7963060)

Version: 2023 - And Beyond (current)

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **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.
- **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.
- **SP.PK12.US.14.1:** Use personal orienting techniques, such as squaring off, parallel alignment, and locating dropped objects.
- **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.
- **SP.PK12.US.16.1:** Use spatial awareness skills and cardinal directions to orient oneself in the environment.
- **SP.PK12.US.17.1:** Plan and implement safe decision making when traveling in familiar and unfamiliar environments.
- **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.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

The purpose of this course is to provide students with visual impairments (VI) or dual sensory impairments (DSI) instruction in safe, efficient and independent travel techniques within the home, school, and community environments. The course is designed to promote the achievement of annual goals based on assessed needs within the student's individual educational plan (IEP).

Placement in this course is determined by an assessment performed by an orientation and mobility instructor. This course is for students with VI or DSI whose IEPs indicate the need for intensive individualized intervention in orientation and mobility skills. A visual impairment or dual sensory impairment affects students' knowledge of their surroundings, their relationship to their settings, and their ability to travel within the physical and social environments.

A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be determined by the IEP team through the review of present levels and needs, development of annual goals, and progress monitoring of goal mastery.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf.

Version Requirements

VISU IMPRD 6/ORIEN MOBL E

Any field when cert reflects bachelor/higher AND orientation and mobility endorsement

General Information

Course Number: 7963060

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Special Skills Courses >

Abbreviated Title: ORIEN & MOBIL: 9-12

Number of Credits: Multiple credits

Course Length: Multiple (M) - Course length can vary

Course Type: Elective Course

Course Status: Course Approved
Grade Level(s): 9,10,11,12

Educator Certifications

- Visually Impaired (Elementary and Secondary Grades K-12) **Plus** Orientation and Mobility Endorsement

Unique Skills Social and Emotional: 9–12 (#7963070)

Version: 2023 - And Beyond (current)

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **SP.PK12.US.19.3:** Express a range of personal emotions and feelings in a socially acceptable manner.
- **SP.PK12.US.19.6:** Self-advocate for personal needs in a socially appropriate manner.
- **SP.PK12.US.19.1b:** Identify personal emotions and feelings and their impact on physical and mental well-being.
- **SP.PK12.US.19.2b:** Identify ways that personal strengths can compensate for areas of need.
- **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.19.7b:** Demonstrate self-esteem, self-confidence, and pride, such as through self-affirmations, persistence, and self-monitoring.
- **SP.PK12.US.20.1:** 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.20.7b:** Use conflict resolution strategies to resolve differences, such as communicate, negotiate, or mediate.
- **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.
- **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.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

The purpose of this course is to enable students with disabilities to acquire and generalize skills related to self management and interpersonal relationships in educational, home, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

The course is designed for students with disabilities who need intensive individualized intervention in social and emotional behavior to foster the acquisition and generalization of self-management and interpersonal skills. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Delivery of this course is setting neutral (resource room, self-contained class, embedded instruction, elective course). Instructional activities involving practical applications of course requirements may occur in home, school, community, and employment settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

The course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7963070

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Special Skills Courses >

Abbreviated Title: U SKLS: SOC&EMO 9-12

Number of Credits: Multiple credits

Course Length: Multiple (M) - Course length can vary

Course Attributes:

- Class Size Core Required

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

- Varying Exceptionalities (Elementary and Secondary Grades K-12)
- Speech Correction (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12)
- Occupational Therapy (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Speech Language Impaired Associate (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Hearing Impaired (Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12)
- Visually Impaired (Elementary and Secondary Grades K-12)
- Speech Language Impaired (Elementary and Secondary Grades K-12)
- Deaf or Hard of Hearing (Elementary and Secondary Grades K-12)

Learning Strategies 9–12 (#7963080)

Version: 2023 - And Beyond (current)

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **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.
- **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.1.2c:** 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.1.3c:** 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.1.4b:** 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.2.1b:** Use effecting task-completion strategies, such as identifying needed resources, planning steps for completion, and self-monitoring.
- **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.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.3.2a:** 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.3.3b:** 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.
- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

The purpose of this course is to enable students with disabilities to acquire and generalize strategies and skills across academic, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students with disabilities who need intensive individualized intervention in learning strategies. The course may address academic skill deficits enabling students to learn strategies to access the general curriculum and close educational gaps.

A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis and relate to achievement of annual goals on the student's IEP. Instruction in subsequent courses should be designed to build upon students' previously mastered skills, not repeat previous course content.

Instructional activities involving practical applications of course requirements may occur in home, school, community, and employment settings for the purpose of practice, generalization, and maintenance of skills and strategies. These applications may require that the student be trained in the use of related technology, tools, and equipment.

This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and

descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7963080

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Special Skills Courses >

Abbreviated Title: LRNG STRATEGIES 9-12

Number of Credits: Multiple credits

Course Length: Multiple (M) - Course length can vary

Course Attributes:

- Class Size Core Required

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

- Varying Exceptionalities (Elementary and Secondary Grades K-12)
- Speech Correction (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12)
- Occupational Therapy (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Speech Language Impaired Associate (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12)
- Hearing Impaired (Grades K-12)
- Visually Impaired (Elementary and Secondary Grades K-12)
- Speech Language Impaired (Elementary and Secondary Grades K-12)
- Deaf or Hard of Hearing (Elementary and Secondary Grades K-12)

Skills for Students who are Gifted (#7963090)

Version: 2023 - And Beyond (current)

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **G.K12.1.1.1a: Nature of Knowledge - Know:** Locate and list the general divisions of knowledge, i.e., art, science, humanities, etc., and recognize integrated fields and disciplines.
- **G.K12.1.1.1b: Nature of Knowledge - Understand:** Identify and define a field of interest and analyze how the field is organized by explaining what criteria define the discipline and how those criteria are organized and divided.
- **G.K12.1.1.1c: Nature of Knowledge - Perform:** Differentiate fact, concept, theory, and principle and employ each in developing meaning and knowledge.
- **G.K12.1.1.1d: Nature of Knowledge - Accomplish:** Construct own meaning within a chosen field and offer new contributions to this respective field of study.
- **G.K12.1.1.2a: Basic Research - Know:** Identify and locate basic reference sources that support general research in several disciplines.
- **G.K12.1.1.2b: Basic Research - Understand:** Analyze the relevance and usefulness of primary and secondary references while identifying how fields are organized and subdivided.
- **G.K12.1.1.2c: Basic Research - Perform:** Use multiple primary and secondary sources to analyze, synthesize, and evaluate relevant persons, places, events, or beliefs that are dominant in a field.
- **G.K12.1.1.2d: Basic Research - Accomplish:** Use a variety of professional journals, professional databases, and college textbooks to make connections between and/or among fields of discipline.
- **G.K12.1.1.3a: Manipulation of Data - Know:** Manipulate data in order to determine contributions of the discipline to the community and world.
- **G.K12.1.1.3b: Manipulation of Data - Understand:** Seek and identify connections between fields to make sense of patterns and trends.
- **G.K12.1.1.3c: Manipulation of Data - Perform:** Construct research questions that help interpret the effects of major trends and issues over time.
- **G.K12.1.1.3d: Manipulation of Data - Accomplish:** Develop themes and connections across historical events, periods, and fields.
- **G.K12.1.1.4a: Organization of Data - Know:** Create or select an existing system for organizing data in a sequence.
- **G.K12.1.1.4b: Organization of Data - Understand:** Construct an organizational system (i.e., knowledge tree, graphic organizer, or diagram) that represents and illustrates the organization in a field of study and the subdivisions within that field.
- **G.K12.1.1.4c: Organization of Data - Perform:** Identify and illustrate themes, patterns, and structures that define an area of study.

- **G.K12.1.1.4d: Organization of Data - Accomplish:** Challenge (and defend or justify the challenge) accepted bodies of knowledge and organizational methodologies.
- **G.K12.1.2.1a: Conceptual Frameworks - Know:** Formulate questions to determine the relevance of the skills and knowledge required of a discipline.
- **G.K12.1.2.1b: Conceptual Frameworks - Understand:** Demonstrate understanding of conceptual themes and their organizational opportunities within a body of knowledge.
- **G.K12.1.2.1c: Conceptual Frameworks - Perform:** Create graphic organizers that organize the logical sequences of key conceptual themes in a field of study.
- **G.K12.1.2.1d: Conceptual Frameworks - Accomplish:** Analyze data and research methods used and developed by scholars within a field; internalize conceptual themes of that (those) discipline(s).
- **G.K12.1.2.1e: Conceptual Frameworks - Know:** Identify established rules or laws (principles) of nature which impact daily life and draw conclusions regarding their role in the world of work.
- **G.K12.1.2.1f: Conceptual Frameworks - Understand:** Differentiate similarities and differences between functional concepts and principles within a field.
- **G.K12.1.2.1g: Conceptual Frameworks - Perform:** Assimilate the often conflicting nature of knowledge generated within integrated disciplines.
- **G.K12.1.2.1h: Conceptual Frameworks - Accomplish:** Critique accepted conventions and rules and identify ambiguity.
- **G.K12.1.2.2a: Components and Methodologies - Know:** Identify and use terminology authentic to a chosen discipline of knowledge.
- **G.K12.1.2.2b: Components and Methodologies - Understand:** Create a list of the methodological skills and processes (general and specific) used by practicing professionals in a field.
- **G.K12.1.2.2c: Components and Methodologies - Perform:** Demonstrate an understanding of and delineate the diversity of language, tools, and methodologies between and among disciplines.
- **G.K12.1.2.2d: Components and Methodologies - Accomplish:** Experiment with a variety of methods to analyze data to develop greater understanding.
- **G.K12.1.2.3a: Conceptual Connections - Know:** Identify essential principles that govern and drive a series of key concepts in a chosen field.
- **G.K12.1.2.3b: Conceptual Connections - Understand:** Demonstrate foundational knowledge of various fields and disciplines.
- **G.K12.1.2.3c: Conceptual Connections - Perform:** Analyze and synthesize concepts and principles within a discipline in order to isolate essential concepts and identify macroconcepts.
- **G.K12.1.2.3d: Conceptual Connections - Accomplish:** Apply and transfer understanding to other disciplines.
- **G.K12.1.3.1a: Skill Development - Know:** Locate relevant information about varied professionals and identify personal strengths that may contribute to the field.

- **G.K12.1.3.1b: Skill Development - Understand:** Compare and contrast job descriptions, methods of working, and challenges faced by various practicing professionals to determine relevance to personal needs and goals.
- **G.K12.1.3.1c: Skill Development - Perform:** Use and refine the skills and methods of a professional in a discipline.
- **G.K12.1.3.1d: Skill Development - Accomplish:** Seek an understanding of the ethical issues and standards that frame a discipline.
- **G.K12.1.3.2a: Management of Data for Research - Know:** Identify a list of methods manuals, “How To” books, and other resources to research methodologies used by practitioners.
- **G.K12.1.3.2b: Management of Data for Research - Understand:** Compare and contrast general and specific methods of research used by practitioners to seek answers to viable professional questions.
- **G.K12.1.3.2c: Management of Data for Research - Perform:** Use appropriate data gathering instruments needed for a research study.
- **G.K12.1.3.2d: Management of Data for Research - Accomplish:** Apply the scientific method naturally, i.e., identify routine problem areas, focus the problem, state hypotheses, locate resources, classify and organize data, draw conclusions, and report findings.
- **G.K12.1.3.3a: Investigative Methodologies - Know:** Identify content area specialists to establish a sense of cause and effect within a field.
- **G.K12.1.3.3b: Investigative Methodologies - Understand:** Understand, identify, and analyze relationships among variables, constants, and controls in research.
- **G.K12.1.3.3c: Investigative Methodologies - Perform:** Apply the indicators that reflect quality in a field and understand how the field measures success.
- **G.K12.1.3.3d: Investigative Methodologies - Accomplish:** Challenge existing theories, principles, and rules through research and experimentation.
- **G.K12.1.3.4a: Support Structures - Know:** Recognize and identify the need for support structures found within a designated field of study and establish the nature of specific supports.
- **G.K12.1.3.4b: Support Structures - Understand:** Recognize the values and perspectives of those who hold opposing views within the discipline.
- **G.K12.1.3.4c: Support Structures - Perform:** Interview content area specialists to verify the application of methodologies incorporated in a study.
- **G.K12.1.3.4d: Support Structures - Accomplish:** Collaborate with professionals, experts, and others in the field to advance research, development, and understanding in the field.
- **G.K12.4.1.1a: Problem Investigation - Know:** Recognize multiple problems within a complex issue; poses research questions.
- **G.K12.4.1.1b: Problem Investigation - Understand:** Categorize and prioritize identified problems within a complex issue; generate hypotheses.
- **G.K12.4.1.1c: Problem Investigation - Perform:** Use established criteria to focus the problem statement and generate solutions.

- **G.K12.4.1.1d: Problem Investigation - Accomplish:** Propose new avenues for research of existing and future related problems.
- **G.K12.4.1.2a: Multiple Perspectives - Know:** Acknowledge diverse viewpoints of a problem.
- **G.K12.4.1.2b: Multiple Perspectives - Understand:** Compare and contrast multiple perspectives of a problem.
- **G.K12.4.1.2c: Multiple Perspectives - Perform:** Integrate multiple points of view into a problem statement.
- **G.K12.4.1.2d: Multiple Perspectives - Accomplish:** Restructure the problem statement to reflect new perspectives.
- **G.K12.4.1.3a: Supportive Constructs - Know:** Generate an effective argument on each side of a problem.
- **G.K12.4.1.3b: Supportive Constructs - Understand:** Develop multiple supporting statements from different perspectives.
- **G.K12.4.1.3c: Supportive Constructs - Perform:** Communicate supportive evidence convincingly in multiple formats.
- **G.K12.4.1.3d: Supportive Constructs - Accomplish:** Defend, challenge, and articulate points of view using available resources; develop effective rebuttals.
- **G.K12.4.1.4a: Solution Finding - Know:** Propose multiple solutions to a problem within varied categories (i.e., social, technological, educational, environmental, political).
- **G.K12.4.1.4b: Solution Finding - Understand:** Establish and apply criteria for evaluation of solutions.
- **G.K12.4.1.4c: Solution Finding - Perform:** Create original solutions and products based on evaluated criteria; analyze possible consequences and impacts; test conclusions to improve ideas.
- **G.K12.4.1.4d: Solution Finding - Accomplish:** Extend solutions to aid in solving future problems; seek alternative innovative outcomes or solutions.
- **G.K12.4.1.5a: Creative Thinking - Know:** Generate numerous and varied ideas to solve a real- world problem (fluency and flexibility).
- **G.K12.4.1.5b: Creative Thinking - Understand:** Synthesize unique alternatives to solve a problem (originality).
- **G.K12.4.1.5c: Creative Thinking - Perform:** Elaborate ideas through collaborative processes with colleagues.
- **G.K12.4.1.5d: Creative Thinking - Accomplish:** Evaluate and modify ideas and products to improve usefulness.
- **G.K12.4.2.1a: Data Analysis - Know:** Locate information and data sources relative to a complex, real-world problem.
- **G.K12.4.2.1b: Data Analysis - Understand:** Make decisions about the usefulness of data to filter out extraneous information.
- **G.K12.4.2.1c: Data Analysis - Perform:** Use a variety of tools and techniques to organize data to draw conclusive statements.

- **G.K12.4.2.1d: Data Analysis - Accomplish:** Perform data analysis using tools of practicing professionals for a specific intent.
- **G.K12.4.2.2a: Forecasting Solutions - Know:** Identify patterns within related facts and information.
- **G.K12.4.2.2b: Forecasting Solutions - Understand:** Organize facts and information using various methods to predict potential outcomes.
- **G.K12.4.2.2c: Forecasting Solutions - Perform:** Use forecasting tools to evaluate possible solutions.
- **G.K12.4.2.2d: Forecasting Solutions - Accomplish:** Anticipate and plan for possible, probable, and preferable future outcomes.
- **G.K12.4.2.3a: Critical Thinking - Know:** Distinguish between fact and opinion in a variety of sources.
- **G.K12.4.2.3b: Critical Thinking - Understand:** Recognize bias and value statements in a variety of media.
- **G.K12.4.2.3c: Critical Thinking - Perform:** Use inductive and deductive thinking processes to draw conclusions.
- **G.K12.4.2.3d: Critical Thinking - Accomplish:** Analyze, interpret, and synthesize details and facts to examine relationships, infer meanings, and predict outcomes.
- **G.K12.4.2.4a: Ethics - Know:** Recognize the role of values in the development of attitudes about a complex problem.
- **G.K12.4.2.4b: Ethics - Understand:** Use knowledge of recognized ethical standards of various stakeholders to formulate problem statements and solutions.
- **G.K12.4.2.4c: Ethics - Perfom:** Use the value system most common to a field of study to evaluate solutions and products.
- **G.K12.4.2.4d: Ethics - Accomplish:** Promote humane and respectful solutions to complex problems.
- **G.K12.4.3.1a: Evaluation - Know:** Recognize existing knowledge and attitudes about a complex problem.
- **G.K12.4.3.1b: Evaluation - Understand:** Analyze the impacts of existing knowledge and attitudes; identify personal assumptions and blind spots in approaching the problem.
- **G.K12.4.3.1c: Evaluation - Perform:** Identify knowledge gaps and inconsistencies to challenge existing attitudes and beliefs.
- **G.K12.4.3.1d: Evaluation - Accomplish:** Use multiple sources to affect change in generally accepted knowledge and attitudes.
- **G.K12.4.3.2a: Creative Methodology - Know:** Recognize contributions of inventors and innovators in multiple fields of accomplishment.
- **G.K12.4.3.2b: Creative Methodology - Understand:** Analyze and/or replicate methods used by creators and problem solvers in multiple fields.
- **G.K12.4.3.2c: Creative Methodology - Perform:** Create original products using various inventive strategies.

- **G.K12.4.3.2d: Creative Methodology - Accomplish:** Design original problem solving models for use in specific situations.
- **G.K12.4.3.2e: Creative Methodology - Know:** Identify a variety of problem solving methods.
- **G.K12.4.3.2f: Creative Methodology - Understand:** Differentiate the effectiveness of problem solving methods in a variety of settings.
- **G.K12.4.3.2g: Creative Methodology - Perform:** Apply appropriate methodologies for problem solving based on their usefulness.
- **G.K12.4.3.2h: Creative Methodology - Accomplish:** Reflect on adequacy of inventive processes and problem solving in various disciplines.
- **G.K12.4.3.3a: Communication - Know:** Identify stakeholders within a complex problem.
- **G.K12.4.3.3b: Communication - Understand:** Use multiple tools and techniques to target identified audiences; use precise language to explain positions.
- **G.K12.4.3.3c: Communication - Perform:** Use information about the stakeholders to develop convincing arguments to support solutions.
- **G.K12.4.3.3d: Communication - Accomplish:** Advocate convincingly to diverse audiences using sophisticated techniques (oral, written, technological) appropriate to the field and audience.
- **G.K12.7.1.1a: Audience Recognition - Know**: Identify an authentic audience based on set criteria related to a specific topic.
- **G.K12.7.1.1b: Audience Recognition - Understand**: Communicate recognition of audience members' strengths and needs.
- **G.K12.7.1.1c: Audience Recognition - Perform**: React and refine performance based on audiences' strengths and needs.
- **G.K12.7.1.1d: Audience Recognition - Accomplish**: Communicate intentional reaction to subtle and overt feedback from audience.
- **G.K12.7.1.2a: Communication - Know**: Prepare and execute practiced performance to communicate ideas.
- **G.K12.7.1.2b: Communication - Understand**: Integrate ideas with visual supports to emphasize key point(s) in a performance.
- **G.K12.7.1.2c: Communication - Perform**: Identify personal presentation style and adapt that style to different purposes, moods, tones.
- **G.K12.7.1.2d: Communication - Accomplish**: Demonstrate evidence of refining a performance to communicate personal style.
- **G.K12.7.1.3a: Advanced Presentation - Know**: Use advanced language and symbol systems to communicate ideas.
- **G.K12.7.1.3b: Advanced Presentation - Understand**: Evaluate the personal preferences of others related to language and symbol systems.
- **G.K12.7.1.3c: Advanced Presentation - Perform**: Evaluate self in the area of presentation, language, and symbol systems.

- **G.K12.7.1.3d: Advanced Presentation - Accomplish**: Based on evaluation, revise and adapt presentation, language, and symbol systems for specific and various audiences.
- **G.K12.7.1.4a: Problem Solving - Know**: Create product to solve a problem or communicate a perspective.
- **G.K12.7.1.4b: Problem Solving - Understand**: Use strategies or tools of persuasion to resolve an issue or communicate a perspective.
- **G.K12.7.1.4c: Problem Solving - Perform**: Create specific strategies targeted at opposing viewpoints/perspectives.
- **G.K12.7.1.4d: Problem Solving - Accomplish**: Address critics with prepared, defensible arguments that effectively defend solutions.
- **G.K12.7.2.1a: Inventive Thinking - Know**: Generate ways to improve an existing product using two related sources.
- **G.K12.7.2.1b: Inventive Thinking - Understand**: Create an original product for a specific audience using inductive and deductive reasoning.
- **G.K12.7.2.1c: Inventive Thinking - Perform**: Create a product with defined rationale using multiple sources from varied fields or disciplines.
- **G.K12.7.2.1d: Inventive Thinking - Accomplish**: Create and defend a product using multiple sources that can be used in and across fields/disciplines.
- **G.K12.7.2.2a: Metaphorical Promotion - Know**: Create a statement or product using two related ideas to strengthen the message.
- **G.K12.7.2.2b: Metaphorical Promotion - Understand**: Illustrate a new concept using two or more related ideas innovatively.
- **G.K12.7.2.2c: Metaphorical Promotion - Perform**: Create two seemingly unrelated or opposing ideas to reflect an in-depth understanding of an issue, concept, or principle.
- **G.K12.7.2.2d: Metaphorical Promotion - Accomplish**: Incorporate multiple sources from varied perspectives to create and test a novel theory.
- **G.K12.7.2.3a: Praxis - Know**: Generate multiple solutions to a given problem.
- **G.K12.7.2.3b: Praxis - Understand**: Generate a new, personal concept by synthesizing multiple solutions and multiple perspectives.
- **G.K12.7.2.3c: Praxis - Perform**: Create a new personal theory by synthesizing multiple solutions and perspectives that can be applied to a different field of study.
- **G.K12.7.2.3d: Praxis - Accomplish**: Critique or defend a personal theory based on evidence from multiple sources and multiple perspectives.
- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.

- Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:

  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.

- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:

  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

This course is designed to enable exceptional students to acquire and apply the skills and abilities needed to enhance academic achievement through experiences which provide enrichment, in-depth learning, and /or accelerated study of academic curriculum requirements. Students who are gifted have learning needs that go beyond what is traditionally offered in the regular classroom. The nature of their abilities, demonstrated or latent, requires differentiated learning experiences and opportunities for them to maximize their potential. Teachers need to develop the depth and quality of their students’ experiences while adjusting the pace to meet individual needs.

This gifted course has been designed for the teacher to select and teach only the appropriate standards corresponding to a student's individual instructional needs.

Major Concepts/Content. The purpose of this course is to provide appropriately individualized curricula for students who are gifted.

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

- higher-order thinking skills
- independent learning
- application of acquired knowledge
- comprehension of complex issues
- high-level communication
- develop problem solving skills
- team work and team-based learning
- explore creative expression
- create/deliver quality products

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following
link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

Version Requirements

Instructional Practices

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

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.

2. Making close reading and rereading of texts central to lessons.

3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.

4. Requiring students to support answers with evidence from the text.

5. Providing extensive text-based research and writing opportunities (claims and evidence).

Special Note:

This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis.

Instructional activities used to meet course requirements and address individual student needs may occur in schools, communities, museums, institutions of higher education, or other appropriate scientific or cultural organizations. Instruction in these settings may require that students acquire specialized knowledge and skills, including the use of advanced technology, special tools, and equipment; terminology; and methodologies essential to the student's research.

It is necessary to implement a combination of research-based standards and strategies that have been proven successful in accelerating the development of research skills in gifted students. The instructional approaches should meet the needs of each student based on results of individual portfolios, assessments, and progress monitoring.

General Information

Course Number: 7963090

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Gifted >

Abbreviated Title: SKLS STUS GIFTED

Number of Credits: Multiple credits

Course Length: Multiple (M) - Course length can vary

Course Type: Elective Course

Course Status: Draft - Course Pending Approval

Educator Certifications

- Gifted Endorsement

Qualifications

Certificate holder must be certified in the academic subject area being taught, in addition to the Gifted Endorsement requirement.

Unique Skills: 9-12 (#7963130)

Version: 2023 - And Beyond (current)

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **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.
- **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.1.2b:** 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.1.3b:** 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.1.4b:** 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.2.1b:** Use effecting task-completion strategies, such as identifying needed resources, planning steps for completion, and self-monitoring.
- **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.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.
- **SP.PK12.US.3.1b:** Apply skills and strategies to solve personal, school, community, and work problems.
- **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.3.3b:** 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.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.
- **SP.PK12.US.5.1:** Use speech that can be understood by adults and peers.
- **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.
- **SP.PK12.US.5.10:** Use appropriate verbal and nonverbal communication when giving an individual or group presentation.

- **SP.PK12.US.6.1:** Use language for a variety of purposes, including greeting, informing, demanding, promising, and requesting.
- **SP.PK12.US.6.2:** 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.US.6.4:** Follow rules for conversations, including staying on topic, taking turns, and initiating and ending conversations appropriately.
- **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.
- **SP.PK12.US.8.1:** Carry out personal care and hygiene routines, such as keeping clean, grooming and toileting.
- **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.
- **SP.PK12.US.8.10:** Recognize and convey personal information, including determining when to keep such information confidential.
- **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.9.1:** Participate in individual and group recreation/leisure activities.
- **SP.PK12.US.9.4:** Apply acceptable eating and social skills when dining in a variety of establishments or settings.
- **SP.PK12.US.9.6:** Demonstrate how to use technological tools to access services and commodities in the community.
- **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.9.5b:** Identify and follow rules when using various modes of transportation to access the community.
- **SP.PK12.US.10.3:** Use organizational strategies related to planning, scheduling, time management, self-monitoring, and managing materials.
- **SP.PK12.US.10.1b:** Complete routines and tasks according to expectations, including the speed and accuracy of performance.
- **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.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.
- **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.
- **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.
- **SP.PK12.US.14.1:** Use personal orienting techniques, such as squaring off, parallel alignment, and locating dropped objects.
- **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.
- **SP.PK12.US.16.1:** Use spatial awareness skills and cardinal directions to orient oneself in the environment.

- **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.
- **SP.PK12.US.19.3:** Express a range of personal emotions and feelings in a socially acceptable manner.
- **SP.PK12.US.19.6:** Self-advocate for personal needs in a socially appropriate manner.
- **SP.PK12.US.19.1b:** Identify personal emotions and feelings and their impact on physical and mental well-being.
- **SP.PK12.US.19.2b:** Identify ways that personal strengths can compensate for areas of need.
- **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.19.7b:** Demonstrate self-esteem, self-confidence, and pride, such as through self-affirmations, persistence, and self-monitoring.
- **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.20.7b:** Use conflict resolution strategies to resolve differences, such as communicate, negotiate, or mediate.
- **SP.PK12.US.21.1:** Maintain appropriate behavior by following rules in classroom and school settings.
- **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.

- **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.22.1:** Use appropriate social and interpersonal skills and strategies to interact with peers and adults for various purposes across settings.
- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

The purpose of this course is to enable students with disabilities to acquire and generalize skills they need to achieve annual goals based on assessed needs and the student's individual educational plan (IEP). It is structured around the domains addressed on the IEP: Social and Emotional, Independent Functioning, Curriculum and Learning, and Communication.

A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Delivery of this course is setting neutral (resource room, self-contained class, embedded instruction, elective course). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

The course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or removed based on student needs.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7963130

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Special Skills Courses >

Abbreviated Title: U SKLS: 9-12

Number of Credits: Multiple credits

Course Length: Multiple (M) - Course length can vary

Course Attributes:

- Class Size Core Required

Course Type: Elective Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12

Educator Certifications

- Varying Exceptionalities (Elementary and Secondary Grades K-12)
- Speech Correction (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12)
- Occupational Therapy (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Speech Language Impaired Associate (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Hearing Impaired (Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12)
- Visually Impaired (Elementary and Secondary Grades K-12)
- Speech Language Impaired (Elementary and Secondary Grades K-12)
- Deaf or Hard of Hearing (Elementary and Secondary Grades K-12)

Self-Determination (#7963140)

Version: 2023 - And Beyond (current)

Purpose
The purpose of this course is to enable students with disabilities to apply self-determination and self-advocacy skills in school, home, community, and employment settings. Students will increase self-awareness of personal abilities and develop an understanding of the impact of their own disability on learning and on other areas of life.

Course Requirements
Self-Determination and Self-Advocacy
1. Explain how personal abilities and disability impact learning and other areas of life.
2. Identify own interests, strengths, preferences, needs, and possible resources.
3. Describe factors that impact self-esteem and personal feelings of efficacy.
4. Apply strategies to support positive self-esteem and feelings of efficacy in a variety of situations and settings.
5. Apply skills of self-advocacy and self-determination as appropriate in a variety of situations, including accessing community resources, requesting accommodations, and self-disclosure.

Choice Making and Motivation
6. Make choices based on determination of strengths, interests, and needs; review of possible options; and consideration of consequences in a variety of situations.
7. Assess how internal and external motivation drives personal effort.
8. Employ self-motivation techniques, such as making a list, setting goals, and rewarding accomplishments.

Decision Making and Problem Solving
9. Use effective decision-making strategies and apply problem-solving skills when completing tasks in a variety of situations.
10. Identify problems, examine alternatives, implement solutions, and evaluate results in a variety of situations.

Personal and Social Relationships
11. Use communication skills that promote positive interpersonal relationships in a variety of situations.
12. Identify potential consequences of behavior or communication before interacting with others.

13. Model effective conflict resolution strategies and processes.

Personal and Career Planning
14. Use a systematic planning process to establish and revise short- and long-term goals.
15. Explain high school diploma options and requirements and their impact on postsecondary education/training and career options.
16. Participate effectively in own IEP meeting for transition planning.
17. Explain the components of own IEP.

Leadership
18. Exhibit leadership skills, including guiding or directing others on a positive course of action and appropriately influencing the opinion and behavior of others.
19. Assume leadership roles in various situations, including IEP team meetings.

Course Information

General Notes

Students with disabilities may take this course to assist with their own individual transition planning. At district discretion, students may take this course in middle school for high school credit.

Instructional activities involving practical applications of course requirements may occur in home, school, community, and employment settings for the purposes of training, practice, and validation of skills.

A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be modified based on individual needs.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7963140

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Special Skills Courses >

Abbreviated Title: SELF-DETERMINATION

Number of Credits: Multiple credits

Course Length: Multiple (M) - Course length can vary

Course Attributes:

- Class Size Core Required

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12,30,31

Educator Certifications

- Varying Exceptionalities (Elementary and Secondary Grades K-12)
- Speech Correction (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12)
- Occupational Therapy (Elementary and Secondary Grades K-12)

- Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Speech Language Impaired Associate (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Hearing Impaired (Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12)
- Visually Impaired (Elementary and Secondary Grades K-12)
- Speech Language Impaired (Elementary and Secondary Grades K-12)
- Deaf or Hard of Hearing (Elementary and Secondary Grades K-12)

Unique Skills: Communication 9–12 (#7963150)

Version: 2023 - And Beyond (current)

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **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.
- **SP.PK12.US.5.1:** Use speech that can be understood by adults and peers.
- **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.
- **SP.PK12.US.5.10:** Use appropriate verbal and nonverbal communication when giving an individual or group presentation.
- **SP.PK12.US.6.1:** Use language for a variety of purposes, including greeting, informing, demanding, promising, and requesting.
- **SP.PK12.US.6.2:** 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.US.6.4:** Follow rules for conversations, including staying on topic, taking turns, and initiating and ending conversations appropriately.
- **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.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

The purpose of this course is to enable students with disabilities to develop and use expressive and receptive communication skills and strategies effectively in educational, home, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students with disabilities who need intensive individualized intervention in communication. If the student also receives speech or language therapy, consultation/collaboration with the speech and language pathologist is recommended/required.

A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Delivery of this course is setting neutral (resource room, self-contained, embedded instruction, elective course). Instructional activities involving practical applications of course requirements may occur in home, school, community, and employment settings for the purpose of training, practice, generalization, and maintenance of skills. These applications may require that the student use related technology, tools, and equipment.

This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7963150

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Special Skills Courses >

Abbreviated Title: U SKLS: COMMUNI 9-12

Number of Credits: Multiple credits

Course Length: Multiple (M) - Course length can vary

Course Attributes:

- Class Size Core Required

Course Type: Elective Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12

Educator Certifications

- Varying Exceptionalities (Elementary and Secondary Grades K-12)
- Speech Correction (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12)
- Occupational Therapy (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Speech Language Impaired Associate (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Hearing Impaired (Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12)
- Visually Impaired (Elementary and Secondary Grades K-12)
- Speech Language Impaired (Elementary and Secondary Grades K-12)
- Deaf or Hard of Hearing (Elementary and Secondary Grades K-12)

Unique Skills: Independent Functioning 9–12 (#7963160)

Version: 2023 - And Beyond (current)

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **SP.PK12.US.8.1:** Carry out personal care and hygiene routines, such as keeping clean, grooming and toileting.
- **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.
- **SP.PK12.US.8.10:** Recognize and convey personal information, including determining when to keep such information confidential.
- **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.9.1:** Participate in individual and group recreation/leisure activities.
- **SP.PK12.US.9.4:** Apply acceptable eating and social skills when dining in a variety of establishments or settings.
- **SP.PK12.US.9.6:** Demonstrate how to use technological tools to access services and commodities in the community.
- **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.9.3b:** Use specific knowledge and skills when completing activities involving managing money, such as budgeting, shopping, and purchasing.
- **SP.PK12.US.9.5b:** Identify and follow rules when using various modes of transportation to access the community.
- **SP.PK12.US.10.3:** Use organizational strategies related to planning, scheduling, time management, self-monitoring, and managing materials.

- **SP.PK12.US.10.1b:** Complete routines and tasks according to expectations, including the speed and accuracy of performance.
- **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.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.
- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

The purpose of this course is to enable students with disabilities to achieve independence in daily living activities in educational, home, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students with disabilities whose IEP indicates the need for intensive individualized intervention in independent functioning. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Delivery of this course is setting neutral (resource room, self-contained, embedded instruction, elective course). Instructional activities involving practical applications of course requirements may occur in home, school, community, and employment settings for the purpose of acquisition, practice, generalization, and maintenance of skills. These applications may require that the student use related technology, tools, and equipment.

This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7963160

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Special Skills Courses >

Abbreviated Title: U SKLS: IND FUN 9-12

Number of Credits: Multiple credits

Course Length: Multiple (M) - Course length can vary

Course Attributes:

- Class Size Core Required

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

- Varying Exceptionalities (Elementary and Secondary Grades K-12)
- Speech Correction (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12)
- Occupational Therapy (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Speech Language Impaired Associate (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Hearing Impaired (Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12)
- Visually Impaired (Elementary and Secondary Grades K-12)
- Speech Language Impaired (Elementary and Secondary Grades K-12)
- Deaf or Hard of Hearing (Elementary and Secondary Grades K-12)

Unique Skills: Curriculum and Learning 9-12 (#7963170)

Version: 2023 - And Beyond (current)

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **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.1.1b:** 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.1.2b:** 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.1.3b:** 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.1.4b:** 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.2.1b:** Use effecting task-completion strategies, such as identifying needed resources, planning steps for completion, and self-monitoring.
- **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.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.3.1b:** 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.3.3b:** 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.
- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

The purpose of this course is to enable students with disabilities to acquire and apply skills and strategies to access the general curriculum and achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students with disabilities who need intensive individualized intervention in curriculum and learning skills and strategies. A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Delivery of this course is setting neutral (resource room, self-contained, embedded instruction, elective course). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills. Course requirements may also require the student to acquire knowledge and skills involved with the use of related technology, tools, and equipment.

This course is designed to address a range of disabilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7963170

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Special Skills Courses >

Abbreviated Title: U SKLS: CURR&LRN9-12

Number of Credits: Multiple credits

Course Length: Multiple (M) - Course length can vary

Course Attributes:

- Class Size Core Required

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

- Varying Exceptionalities (Elementary and Secondary Grades K-12)
- Speech Correction (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12)
- Occupational Therapy (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Speech Language Impaired Associate (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Hearing Impaired (Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12)
- Visually Impaired (Elementary and Secondary Grades K-12)
- Speech Language Impaired (Elementary and Secondary Grades K-12)
- Deaf or Hard of Hearing (Elementary and Secondary Grades K-12)

Speech and Auditory Training: 9–12 (#7963180)

Version: 2023 - And Beyond (current)

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **SP.PK12.SA.1.1:** Discriminate, identify, and produce suprasegmental elements of speech, including pitch, loudness, and duration.
- **SP.PK12.SA.2.1:** Discriminate, identify, and produce vowel, diphthong, and consonant sounds by manner and place of articulation and voicing.
- **SP.PK12.SA.3.1:** Discriminate, identify, and produce sounds correctly in words and connected speech in a meaningful way.
- **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.
- **SP.PK12.SA.6.1:** Demonstrate awareness of speech and nonspeech sounds.
- **SP.PK12.SA.7.1:** Listen to, retrieve, and imitate speech and spoken language.
- **SP.PK12.SA.8.1:** Indicate similarities and differences between two or more sounds or spoken words.
- **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.
- **SP.PK12.SA.10.1:** Demonstrate understanding of spoken language by responding in a meaningful way (listening to learn).
- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

The purpose of this course is to enable students who are deaf or hard-of-hearing to develop speech and auditory skills necessary to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students who are deaf or hard-of-hearing whose IEP indicates the need for speech and auditory training. The outcomes that the student should achieve must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Instructional activities should be age appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, community, and employment settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7963180

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Special Skills Courses >

Abbreviated Title: SPEECH&AUD TRNG9-12

Number of Credits: Multiple credits

Course Length: Multiple (M) - Course length can vary

Course Attributes:

- Class Size Core Required

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

- Varying Exceptionalities (Elementary and Secondary Grades K-12)
- Speech Correction (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12)
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- Hearing Impaired (Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12)
- Visually Impaired (Elementary and Secondary Grades K-12)
- Speech Language Impaired (Elementary and Secondary Grades K-12)
- Deaf or Hard of Hearing (Elementary and Secondary Grades K-12)

Qualifications

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

- **Licensed Speech Language Pathologist**

- **Speech Language Pathologist Assistant***

*Speech Language Pathologist Assistants (SLPAs) require on-site supervision 100% of the time by a Speech Language Pathologist (SLP) licensed through the Florida Department of Health (DOH).

Research Methodology for Students who are Gifted (#7965010)

Version: 2023 - And Beyond (current)

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **G.K12.1.1.1a: Nature of Knowledge - Know:** Locate and list the general divisions of knowledge, i.e., art, science, humanities, etc., and recognize integrated fields and disciplines.
- **G.K12.1.1.1b: Nature of Knowledge - Understand:** Identify and define a field of interest and analyze how the field is organized by explaining what criteria define the discipline and how those criteria are organized and divided.
- **G.K12.1.1.1c: Nature of Knowledge - Perform:** Differentiate fact, concept, theory, and principle and employ each in developing meaning and knowledge.
- **G.K12.1.1.1d: Nature of Knowledge - Accomplish:** Construct own meaning within a chosen field and offer new contributions to this respective field of study.
- **G.K12.1.1.2a: Basic Research - Know:** Identify and locate basic reference sources that support general research in several disciplines.
- **G.K12.1.1.2b: Basic Research - Understand:** Analyze the relevance and usefulness of primary and secondary references while identifying how fields are organized and subdivided.
- **G.K12.1.1.2c: Basic Research - Perform:** Use multiple primary and secondary sources to analyze, synthesize, and evaluate relevant persons, places, events, or beliefs that are dominant in a field.
- **G.K12.1.1.2d: Basic Research - Accomplish:** Use a variety of professional journals, professional databases, and college textbooks to make connections between and/or among fields of discipline.
- **G.K12.1.1.3a: Manipulation of Data - Know:** Manipulate data in order to determine contributions of the discipline to the community and world.
- **G.K12.1.1.3b: Manipulation of Data - Understand:** Seek and identify connections between fields to make sense of patterns and trends.
- **G.K12.1.1.3c: Manipulation of Data - Perform:** Construct research questions that help interpret the effects of major trends and issues over time.
- **G.K12.1.1.3d: Manipulation of Data - Accomplish:** Develop themes and connections across historical events, periods, and fields.
- **G.K12.1.1.4a: Organization of Data - Know:** Create or select an existing system for organizing data in a sequence.
- **G.K12.1.1.4b: Organization of Data - Understand:** Construct an organizational system (i.e., knowledge tree, graphic organizer, or diagram) that represents and illustrates the organization in a field of study and the subdivisions within that field.
- **G.K12.1.1.4c: Organization of Data - Perform:** Identify and illustrate themes, patterns, and structures that define an area of study.

- **G.K12.1.1.4d: Organization of Data - Accomplish:** Challenge (and defend or justify the challenge) accepted bodies of knowledge and organizational methodologies.
- **G.K12.1.2.1a: Conceptual Frameworks - Know:** Formulate questions to determine the relevance of the skills and knowledge required of a discipline.
- **G.K12.1.2.1b: Conceptual Frameworks - Understand:** Demonstrate understanding of conceptual themes and their organizational opportunities within a body of knowledge.
- **G.K12.1.2.1c: Conceptual Frameworks - Perform:** Create graphic organizers that organize the logical sequences of key conceptual themes in a field of study.
- **G.K12.1.2.1d: Conceptual Frameworks - Accomplish:** Analyze data and research methods used and developed by scholars within a field; internalize conceptual themes of that (those) discipline(s).
- **G.K12.1.2.1e: Conceptual Frameworks - Know:** Identify established rules or laws (principles) of nature which impact daily life and draw conclusions regarding their role in the world of work.
- **G.K12.1.2.1f: Conceptual Frameworks - Understand:** Differentiate similarities and differences between functional concepts and principles within a field.
- **G.K12.1.2.1g: Conceptual Frameworks - Perform:** Assimilate the often conflicting nature of knowledge generated within integrated disciplines.
- **G.K12.1.2.1h: Conceptual Frameworks - Accomplish:** Critique accepted conventions and rules and identify ambiguity.
- **G.K12.1.2.2a: Components and Methodologies - Know:** Identify and use terminology authentic to a chosen discipline of knowledge.
- **G.K12.1.2.2b: Components and Methodologies - Understand:** Create a list of the methodological skills and processes (general and specific) used by practicing professionals in a field.
- **G.K12.1.2.2c: Components and Methodologies - Perform:** Demonstrate an understanding of and delineate the diversity of language, tools, and methodologies between and among disciplines.
- **G.K12.1.2.2d: Components and Methodologies - Accomplish:** Experiment with a variety of methods to analyze data to develop greater understanding.
- **G.K12.1.2.3a: Conceptual Connections - Know:** Identify essential principles that govern and drive a series of key concepts in a chosen field.
- **G.K12.1.2.3b: Conceptual Connections - Understand:** Demonstrate foundational knowledge of various fields and disciplines.
- **G.K12.1.2.3c: Conceptual Connections - Perform:** Analyze and synthesize concepts and principles within a discipline in order to isolate essential concepts and identify macroconcepts.
- **G.K12.1.2.3d: Conceptual Connections - Accomplish:** Apply and transfer understanding to other disciplines.
- **G.K12.1.3.1a: Skill Development - Know:** Locate relevant information about varied professionals and identify personal strengths that may contribute to the field.

- **G.K12.1.3.1b: Skill Development - Understand:** Compare and contrast job descriptions, methods of working, and challenges faced by various practicing professionals to determine relevance to personal needs and goals.
- **G.K12.1.3.1c: Skill Development - Perform:** Use and refine the skills and methods of a professional in a discipline.
- **G.K12.1.3.1d: Skill Development - Accomplish:** Seek an understanding of the ethical issues and standards that frame a discipline.
- **G.K12.1.3.2a: Management of Data for Research - Know:** Identify a list of methods manuals, “How To” books, and other resources to research methodologies used by practitioners.
- **G.K12.1.3.2b: Management of Data for Research - Understand:** Compare and contrast general and specific methods of research used by practitioners to seek answers to viable professional questions.
- **G.K12.1.3.2c: Management of Data for Research - Perform:** Use appropriate data gathering instruments needed for a research study.
- **G.K12.1.3.2d: Management of Data for Research - Accomplish:** Apply the scientific method naturally, i.e., identify routine problem areas, focus the problem, state hypotheses, locate resources, classify and organize data, draw conclusions, and report findings.
- **G.K12.1.3.3a: Investigative Methodologies - Know:** Identify content area specialists to establish a sense of cause and effect within a field.
- **G.K12.1.3.3b: Investigative Methodologies - Understand:** Understand, identify, and analyze relationships among variables, constants, and controls in research.
- **G.K12.1.3.3c: Investigative Methodologies - Perform:** Apply the indicators that reflect quality in a field and understand how the field measures success.
- **G.K12.1.3.3d: Investigative Methodologies - Accomplish:** Challenge existing theories, principles, and rules through research and experimentation.
- **G.K12.1.3.4a: Support Structures - Know:** Recognize and identify the need for support structures found within a designated field of study and establish the nature of specific supports.
- **G.K12.1.3.4b: Support Structures - Understand:** Recognize the values and perspectives of those who hold opposing views within the discipline.
- **G.K12.1.3.4c: Support Structures - Perform:** Interview content area specialists to verify the application of methodologies incorporated in a study.
- **G.K12.1.3.4d: Support Structures - Accomplish:** Collaborate with professionals, experts, and others in the field to advance research, development, and understanding in the field.
- **G.K12.2.1.1a: The Nature of Questions - Know:** Identify questions as seeking basic information and facts in singular disciplines.
- **G.K12.2.1.1b: The Nature of Questions - Understand:** See potential for questions to explore broader aspects of knowledge, moving toward speculative and evaluative aspects.
- **G.K12.2.1.1c: The Nature of Questions - Perform:** Recognize that questions connect disciplines and build better frameworks for thinking.

- **G.K12.2.1.1d: The Nature of Questions - Accomplish:** Seek and use questions that connect divergent disciplines in order to expand understanding.
- **G.K12.2.1.2a: The Importance of Questions - Know:** Identify and situate questions within a singular discipline's method of inquiry.
- **G.K12.2.1.2b: The Importance of Questions - Understand:** Analyze and synthesize questions that connect methods of inquiry in different disciplines.
- **G.K12.2.1.2c: The Importance of Questions - Perform:** Order/categorize questions that link divergent disciplines and frame different inquiry methods.
- **G.K12.2.1.2d: The Importance of Questions - Accomplish:** Use questions that frame inquiry within divergent disciplines in order to understand the links between and/or among the disciplines.
- **G.K12.2.1.3a: The Power of Questions - Know:** Explain the function of questions within singular disciplines.
- **G.K12.2.1.3b: The Power of Questions - Understand:** Understand the function of questions to connect multiple disciplines.
- **G.K12.2.1.3c: The Power of Questions - Perform:** Demonstrate an initial use of questions to drive critical thought within a discipline.
- **G.K12.2.1.3d: The Power of Questions - Accomplish:** Manifest an understanding of the integrative nature and function of questions that drive inquiry in multiple disciplines.
- **G.K12.2.2.1a: Question Creation - Know:** Create questions that drive factual exploration within singular disciplines.
- **G.K12.2.2.1b: Question Creation - Understand:** Unite questions that drive broader exploration within disciplines.
- **G.K12.2.2.1c: Question Creation - Perform:** Manipulate ideas to create and organize questions that drive inquiry and connect divergent disciplines.
- **G.K12.2.2.1d: Question Creation - Accomplish:** Use questions that link divergent disciplines to develop personal understandings of experiences.
- **G.K12.2.2.2a: Questions and Inquiry - Know:** Explain the kind of information questions seek.
- **G.K12.2.2.2b: Questions and Inquiry - Understand:** Explain how the questions limit and/or expand the nature of the exploration.
- **G.K12.2.2.2c: Questions and Inquiry - Perform:** Use questions to refocus the nature of the inquiry.
- **G.K12.2.2.2d: Questions and Inquiry - Accomplish:** Use questions to situate personal interest and background within the inquiry.
- **G.K12.2.3.1a: Questions Scrutinized - Know:** Recognize the quality of questions (both identified and created) that frame singular disciplinary inquiry.
- **G.K12.2.3.1b: Questions Scrutinized - Understand:** Explain the quality of questions (both identified and created) that work to expand inquiry into integrated disciplines.
- **G.K12.2.3.1c: Questions Scrutinized - Perform:** Evaluate questions (both identified and created) as a regular component of personal research and exploration.

- **G.K12.2.3.1d: Questions Scrutinized - Accomplish:** Explore the nature of questioning, always aware that better questions deliver the potential for more complete information.
- **G.K12.2.3.2a: Questions Revised - Know:** Refine questions as directed so they explore a clearer line of inquiry within a single discipline.
- **G.K12.2.3.2b: Questions Revised - Understand:** Synthesize questions as directed so they explore a clearer line of inquiry and integrate disciplines.
- **G.K12.2.3.2c: Questions Revised - Perform:** Develop questions spontaneously and independently while conducting personal research and exploration.
- **G.K12.2.3.2d: Questions Revised - Accomplish:** Refine questions as a general practice or characteristic of intellectual pursuit.
- **G.K12.3.1.1a: Cooperative Research - Know:** Participate in a cooperative group to solve problems and/or complete a research project.
- **G.K12.3.1.1b: Cooperative Research - Understand:** Demonstrate ethical leadership and/or teamwork within a research workgroup.
- **G.K12.3.1.1c: Cooperative Research - Perform:** Work cooperatively with peers from a variety of perspectives and abilities while obtaining valid research and/or products from research.
- **G.K12.3.1.1d: Cooperative Research - Accomplish:** Integrate a variety of appropriate components uncovered from cooperative research within a field of study.
- **G.K12.3.1.2a: Scientific Method - Know:** Demonstrate the ability to gather and document data relevant to scientific investigations using the scientific method.
- **G.K12.3.1.2b: Scientific Method - Understand:** Analyze the impact or effect of chosen alternatives (variables) within the scientific method.
- **G.K12.3.1.2c: Scientific Method - Perform:** Construct scientific research using proper protocol for scientific study.
- **G.K12.3.1.2d: Scientific Method - Accomplish:** Use scientific method to produce products or solutions to problems in a research setting and in a non-research setting.
- **G.K12.3.1.3a: Research Tools - Know:** Recognize organizational tools used for research in a variety of fields.
- **G.K12.3.1.3b: Research Tools - Understand:** Use organizational strategies to generate ideas for research and/or creative products.
- **G.K12.3.1.3c: Research Tools - Perform:** Communicate results of research using the established organizational tools within a field of study.
- **G.K12.3.1.3d: Research Tools - Accomplish:** Create unique tools that incorporate a variety of methods of communication/ organization for the clarification of others about a field of study.
- **G.K12.3.2.1a: Information in Multiple Contexts - Know:** Identify and locate information available in a multitude of places, including newspapers, magazines, catalogues, Internet directories, time schedules, and media, all of which include local, state, national, and/or international sources.
- **G.K12.3.2.1b: Information in Multiple Contexts - Understand:** Analyze the relevance and usefulness of information for the completion of a specific task.

- **G.K12.3.2.1c: Information in Multiple Contexts - Perform:** Generate, classify, and evaluate ideas, objects, and/or events in a unique way to construct original projects that illustrate solutions to real-world problems and concerns.
- **G.K12.3.2.1d: Information in Multiple Contexts - Accomplish:** Assemble ideas, objects, and/or events from a variety of sources (primary and secondary) to conduct research in a field of study.
- **G.K12.3.2.1e: Information in Multiple Contexts - Know:** Use a systematic approach to locate information from a variety of reference materials, including the use of parts of a book,(e.g., table of contents, index, appendices, glossary, index, title page).
- **G.K12.3.2.1f: Information in Multiple Contexts - Understand:** Use appropriate accurate information for research and experimentation to create an original work.
- **G.K12.3.2.1g: Information in Multiple Contexts - Perform:** Use multiple secondary and primary sources to analyze, synthesize, and evaluate relevant details and facts to examine relationships, infer meanings, define relationships, and predict outcomes.
- **G.K12.3.2.1h: Information in Multiple Contexts - Accomplish:** Analyze and synthesize information and concepts contained in multiple sources and communicates results in a unique way, i.e., designing a better model or creating a simulation.
- **G.K12.3.3.1a: Deductive and Inductive Reasoning - Know:** Demonstrate the ability to retrieve information from a reliable data base.
- **G.K12.3.3.1b: Deductive and Inductive Reasoning - Understand:** Describe the nature of an argument, the degree of ambiguity, and the source (deductive/inductive) of the argument's authority.
- **G.K12.3.3.1c: Deductive and Inductive Reasoning - Perform:** Critique and defend statements of deductive and inductive reasoning.
- **G.K12.3.3.1d: Deductive and Inductive Reasoning - Accomplish:** Implement deductive and/or inductive reasoning within discussion and/or product development in a field of study.
- **G.K12.3.3.1e: Deductive and Inductive Reasoning - Know:** Define deductive and inductive reasoning and distinguish the different thought processes each uses.
- **G.K12.3.3.1f: Deductive and Inductive Reasoning - Understand:** Explain whether an argument depends on ambiguity, a shift in the line of reasoning, or whether the alleged authority is reliable.
- **G.K12.3.3.1g: Deductive and Inductive Reasoning - Perform:** Evaluate judgments made within the context of an argument.
- **G.K12.3.3.1h: Deductive and Inductive Reasoning - Accomplish:** Bring consistent use of different reasoning types to active study and research in a field.
- **G.K12.3.3.2a: Fact versus Opinion - Know:** Identify fact and opinion and recognizes the important implications for each.
- **G.K12.3.3.2b: Fact versus Opinion - Understand:** Juxtapose opinions and facts from multiple sources to support or validate conclusions.
- **G.K12.3.3.2c: Fact versus Opinion - Perform:** Analyze opinions and facts of experts within a research field.

- **G.K12.3.3.2d: Fact versus Opinion - Accomplish:** Create, defend, and adapt opinions developed after the analysis of data within a variety of fields.
- **G.K12.3.4.1a: Ethics - Know:** Identify ethical concerns related to the use of knowledge (copyright, security, integrity, piracy, privacy, etc.).
- **G.K12.3.4.1b: Ethics - Understand:** Explain ethical standards in regard to intellectual effects on research outcomes.
- **G.K12.3.4.1c: Ethics - Perform:** Clarify and develop a personal ethic regarding critical research.
- **G.K12.3.4.1d: Ethics - Accomplish:** Analyze the use of ethical protocol as it pertains to real-world problems and concerns.
- **G.K12.4.1.1a: Problem Investigation - Know:** Recognize multiple problems within a complex issue; poses research questions.
- **G.K12.4.1.1b: Problem Investigation - Understand:** Categorize and prioritize identified problems within a complex issue; generate hypotheses.
- **G.K12.4.1.1c: Problem Investigation - Perform:** Use established criteria to focus the problem statement and generate solutions.
- **G.K12.4.1.1d: Problem Investigation - Accomplish:** Propose new avenues for research of existing and future related problems.
- **G.K12.4.1.2a: Multiple Perspectives - Know:** Acknowledge diverse viewpoints of a problem.
- **G.K12.4.1.2b: Multiple Perspectives - Understand:** Compare and contrast multiple perspectives of a problem.
- **G.K12.4.1.2c: Multiple Perspectives - Perform:** Integrate multiple points of view into a problem statement.
- **G.K12.4.1.2d: Multiple Perspectives - Accomplish:** Restructure the problem statement to reflect new perspectives.
- **G.K12.4.1.3a: Supportive Constructs - Know:** Generate an effective argument on each side of a problem.
- **G.K12.4.1.3b: Supportive Constructs - Understand:** Develop multiple supporting statements from different perspectives.
- **G.K12.4.1.3c: Supportive Constructs - Perform:** Communicate supportive evidence convincingly in multiple formats.
- **G.K12.4.1.3d: Supportive Constructs - Accomplish:** Defend, challenge, and articulate points of view using available resources; develop effective rebuttals.
- **G.K12.4.1.4a: Solution Finding - Know:** Propose multiple solutions to a problem within varied categories (i.e., social, technological, educational, environmental, political).
- **G.K12.4.1.4b: Solution Finding - Understand:** Establish and apply criteria for evaluation of solutions.
- **G.K12.4.1.4c: Solution Finding - Perform:** Create original solutions and products based on evaluated criteria; analyze possible consequences and impacts; test conclusions to improve ideas.

- **G.K12.4.1.4d: Solution Finding - Accomplish:** Extend solutions to aid in solving future problems; seek alternative innovative outcomes or solutions.
- **G.K12.4.1.5a: Creative Thinking - Know:** Generate numerous and varied ideas to solve a real- world problem (fluency and flexibility).
- **G.K12.4.1.5b: Creative Thinking - Understand:** Synthesize unique alternatives to solve a problem (originality).
- **G.K12.4.1.5c: Creative Thinking - Perform:** Elaborate ideas through collaborative processes with colleagues.
- **G.K12.4.1.5d: Creative Thinking - Accomplish:** Evaluate and modify ideas and products to improve usefulness.
- **G.K12.4.2.1a: Data Analysis - Know:** Locate information and data sources relative to a complex, real-world problem.
- **G.K12.4.2.1b: Data Analysis - Understand:** Make decisions about the usefulness of data to filter out extraneous information.
- **G.K12.4.2.1c: Data Analysis - Perform:** Use a variety of tools and techniques to organize data to draw conclusive statements.
- **G.K12.4.2.1d: Data Analysis - Accomplish:** Perform data analysis using tools of practicing professionals for a specific intent.
- **G.K12.4.2.2a: Forecasting Solutions - Know:** Identify patterns within related facts and information.
- **G.K12.4.2.2b: Forecasting Solutions - Understand:** Organize facts and information using various methods to predict potential outcomes.
- **G.K12.4.2.2c: Forecasting Solutions - Perform:** Use forecasting tools to evaluate possible solutions.
- **G.K12.4.2.2d: Forecasting Solutions - Accomplish:** Anticipate and plan for possible, probable, and preferable future outcomes.
- **G.K12.4.2.3a: Critical Thinking - Know:** Distinguish between fact and opinion in a variety of sources.
- **G.K12.4.2.3b: Critical Thinking - Understand:** Recognize bias and value statements in a variety of media.
- **G.K12.4.2.3c: Critical Thinking - Perform:** Use inductive and deductive thinking processes to draw conclusions.
- **G.K12.4.2.3d: Critical Thinking - Accomplish:** Analyze, interpret, and synthesize details and facts to examine relationships, infer meanings, and predict outcomes.
- **G.K12.4.2.4a: Ethics - Know:** Recognize the role of values in the development of attitudes about a complex problem.
- **G.K12.4.2.4b: Ethics - Understand:** Use knowledge of recognized ethical standards of various stakeholders to formulate problem statements and solutions.
- **G.K12.4.2.4c: Ethics - Perfom:** Use the value system most common to a field of study to evaluate solutions and products.

- **G.K12.4.2.4d: Ethics - Accomplish:** Promote humane and respectful solutions to complex problems.
- **G.K12.4.3.1a: Evaluation - Know:** Recognize existing knowledge and attitudes about a complex problem.
- **G.K12.4.3.1b: Evaluation - Understand:** Analyze the impacts of existing knowledge and attitudes; identify personal assumptions and blind spots in approaching the problem.
- **G.K12.4.3.1c: Evaluation - Perform:** Identify knowledge gaps and inconsistencies to challenge existing attitudes and beliefs.
- **G.K12.4.3.1d: Evaluation - Accomplish:** Use multiple sources to affect change in generally accepted knowledge and attitudes.
- **G.K12.4.3.2a: Creative Methodology - Know:** Recognize contributions of inventors and innovators in multiple fields of accomplishment.
- **G.K12.4.3.2b: Creative Methodology - Understand:** Analyze and/or replicate methods used by creators and problem solvers in multiple fields.
- **G.K12.4.3.2c: Creative Methodology - Perform:** Create original products using various inventive strategies.
- **G.K12.4.3.2d: Creative Methodology - Accomplish:** Design original problem solving models for use in specific situations.
- **G.K12.4.3.2e: Creative Methodology - Know:** Identify a variety of problem solving methods.
- **G.K12.4.3.2f: Creative Methodology - Understand:** Differentiate the effectiveness of problem solving methods in a variety of settings.
- **G.K12.4.3.2g: Creative Methodology - Perform:** Apply appropriate methodologies for problem solving based on their usefulness.
- **G.K12.4.3.2h: Creative Methodology - Accomplish:** Reflect on adequacy of inventive processes and problem solving in various disciplines.
- **G.K12.4.3.3a: Communication - Know:** Identify stakeholders within a complex problem.
- **G.K12.4.3.3b: Communication - Understand:** Use multiple tools and techniques to target identified audiences; use precise language to explain positions.
- **G.K12.4.3.3c: Communication - Perform:** Use information about the stakeholders to develop convincing arguments to support solutions.
- **G.K12.4.3.3d: Communication - Accomplish:** Advocate convincingly to diverse audiences using sophisticated techniques (oral, written, technological) appropriate to the field and audience.
- **G.K12.5.1.1a: Consensus Building - Know**: Recognize the essential need to respect the ideas, feelings, and abilities of others.
- **G.K12.5.1.1b: Consensus Building - Understand**: Demonstrate a greater awareness of others through participation in programs and projects that emphasize service to others.
- **G.K12.5.1.1c: Consensus Building - Perform**: Use diverse individual beliefs and values of the group to design plans of action that address issues or problems.

- **G.K12.5.1.1d: Consensus Building - Accomplish**: Defend the results and gain support for a plan of action to address issues or problems within a diverse population.
- **G.K12.5.1.2a: Personal Qualities - Know**: Identify personal strengths and weaknesses that influence positive group dynamics.
- **G.K12.5.1.2b: Personal Qualities - Understand**: Recognize leadership patterns and behaviors that positively affect change in a group.
- **G.K12.5.1.2c: Personal Qualities - Perform**: Improve group performances through individual strengths and collaborative rules of courtesy and order.
- **G.K12.5.1.2d: Personal Qualities - Accomplish**: Analyze positive and negative aspects of leadership that drive the beliefs and values of a diverse group.
- **G.K12.5.1.2e: Personal Qualities - Know**: Identify personal abilities, talents, strengths and weaknesses for certain tasks, recognizing the power to influence one's own destiny.
- **G.K12.5.1.2f: Personal Qualities - Understand**: Compare and contrast the personal and academic goals of self and others in order to build cohesion.
- **G.K12.5.1.2g: Personal Qualities - Perform**: Demonstrate the ability to state personal preferences and support a personal point of view when contrary to the accepted view of others.
- **G.K12.5.1.2h: Personal Qualities - Accomplish**: Design, plan, and evaluate a plan of action to address an issue or problem of personal interest.
- **G.K12.5.1.3a: Conflict Resolution - Know**: Verbalize an awareness of the cause/effect relationship of his/her behavior within a group setting.
- **G.K12.5.1.3b: Conflict Resolution - Understand**: Generate a list of solutions to a group conflict, predicting possible concomitant results that might impact the group.
- **G.K12.5.1.3c: Conflict Resolution - Perform**: Implement conflict management and resolution techniques to bring about positive change.
- **G.K12.5.1.3d: Conflict Resolution - Accomplish**: Reflect upon the effectiveness of conflict management and resolution techniques used to develop strategies for future group problem solving.
- **G.K12.5.2.1a: Problem Solving - Know**: Identify characteristics that empower an individual to be a proficient, creative problem solver.
- **G.K12.5.2.1b: Problem Solving - Understand**: Recognize and emulate effective implementation of creative problem solving skills.
- **G.K12.5.2.1c: Problem Solving - Perform**: Simulate a creative problem solving encounter with a diverse group of individuals.
- **G.K12.5.2.1d: Problem Solving - Accomplish**: Analyze the productivity of the group's response to the problem following the conclusion of a creative problem solving experience.
- **G.K12.5.2.2a: Diversity - Know**: Identify in individuals the qualities of empathy and sensitivity to the ideas of others.
- **G.K12.5.2.2b: Diversity - Understand**: Promote diversity in talents and intellectual abilities of each member of the group.

- **G.K12.5.2.2c: Diversity - Perform**: Display flexibility when incorporating individual beliefs and values toward goal attainment.
- **G.K12.5.2.2d: Diversity - Accomplish**: Analyze diverse leadership styles of outstanding leaders and evaluate the impact to one's own personal leadership skills.
- **G.K12.5.2.3a: Self-awareness - Know**: Identify personal attributes as areas of strength or weakness.
- **G.K12.5.2.3b: Self-awareness - Understand**: Differentiate between individual strengths and weaknesses as motivators and/or limiters.
- **G.K12.5.2.3c: Self-awareness - Perform**: Demonstrate an understanding of positive self-worth and recognize limits in the emotional capacity of individuals.
- **G.K12.5.2.3d: Self-awareness - Accomplish**: Celebrate self-advocacy as a personal strength; accept weaknesses as an opportunity for change.
- **G.K12.5.3.1a: Group Dynamics - Know**: Adhere to the established rules of interaction in accepting and respecting consensus.
- **G.K12.5.3.1b: Group Dynamics - Understand**: Demonstrate the ability to convey to group members good decision making skills.
- **G.K12.5.3.1c: Group Dynamics - Perform**: Stimulate group discussion and decision making by asking appropriate questions.
- **G.K12.5.3.1d: Group Dynamics - Accomplish**: Direct the group through an analysis and synthesis of the final solution to the achievement of a project goal.
- **G.K12.5.3.2a: Communication - Know**: Convey information, concepts, and ideas using appropriate and advanced techniques.
- **G.K12.5.3.2b: Communication - Understand**: Show an awareness of the experiences, needs, and concerns of others in the communication process.
- **G.K12.5.3.2c: Communication - Perform**: Solidify group cohesion toward an assigned task using both verbal and non-verbal skills.
- **G.K12.5.3.2d: Communication - Accomplish**: Analyze and synthesize the presentation skills necessary to communicate ideas, information, concerns, and solutions to a project goal.
- **G.K12.5.3.3a: Technology - Know**: Identify appropriate technology to achieve a project goal.
- **G.K12.5.3.3b: Technology - Understand**: Demonstrate the ability to propose new uses for current technology.
- **G.K12.5.3.3c: Technology - Perform**: Integrate information systems in the problem solving process.
- **G.K12.5.3.3d: Technology - Accomplish**: Use information systems to identify and analyze trends and events in order to forecast future implications.
- **G.K12.5.3.4a: Cooperative Learning - Know**: Recognize positive interdependence as a basic tenet.
- **G.K12.5.3.4b: Cooperative Learning - Understand**: Convey an understanding of the importance of group cohesiveness and pride.

- **G.K12.5.3.4c: Cooperative Learning - Perform**: Demonstrate the ability to work with peers from a variety of cultures and ability levels respecting individual strengths, talents, and learning styles.
- **G.K12.5.3.4d: Cooperative Learning - Accomplish**: Display flexibility in the incorporation of individual beliefs and values in the completion of a goal while recognizing the diversity of group members.
- **G.K12.6.1.1a: Metacognition - Know**: Identify and use numerous tools to recognize personal strengths/weaknesses, learning styles/preferences.
- **G.K12.6.1.1b: Metacognition - Understand**: Interpret assessments and identify skills/abilities necessary for professional performance in a field of study.
- **G.K12.6.1.1c: Metacognition - Perform**: Recognize challenges and create goals for developing expertise in a field of study.
- **G.K12.6.1.1d: Metacognition - Accomplish**: Evaluate and refocus goals and the path to accomplishment through self- reflection and evaluation.
- **G.K12.6.1.2a: Learning Profile - Know**: Recognize the components of personal learning preferences.
- **G.K12.6.1.2b: Learning Profile - Understand**: Reflect on learning/work preferences to identify themes and changes over time.
- **G.K12.6.1.2c: Learning Profile - Perform**: Compare how components of learning preferences align with professionals in a field of study.
- **G.K12.6.1.2d: Learning Profile - Accomplish**: Use learning/work preferences to develop products in one or more disciplines.
- **G.K12.6.1.3a: Acceptance of Challenge - Know**: Recognize the need to accomplish tasks in areas of both strength and weakness.
- **G.K12.6.1.3b: Acceptance of Challenge - Understand**: Identify strategies and resources to overcome obstacles.
- **G.K12.6.1.3c: Acceptance of Challenge - Perform**: Return to a task that was not successful; evaluate alternatives and seek support from outside resources.
- **G.K12.6.1.3d: Acceptance of Challenge - Accomplish**: Seek opportunities to try new experiences in areas of strengths and weaknesses.
- **G.K12.6.1.4a: Evaluation - Know**: Use evaluation of previous tasks to improve performance.
- **G.K12.6.1.4b: Evaluation - Understand**: Review progress toward accepting challenges in various areas.
- **G.K12.6.1.4c: Evaluation - Perform**: Reflect on failures and successes through self evaluation; acknowledge constructive criticism.
- **G.K12.6.1.4d: Evaluation - Accomplish**: Solicit feedback from professionals related to projects and synthesize critiques into personal growth.
- **G.K12.6.2.1a: Independence - Know**: Recognize the need to set goals for assigned tasks.
- **G.K12.6.2.1b: Independence - Understand**: Systematically approach setting and modifying goals with support from teachers and/or peers.

- **G.K12.6.2.1c: Independence - Perform**: Document failures as a learning tool and alter plans when appropriate.
- **G.K12.6.2.1d: Independence - Accomplish**: Incorporate a system of goal-setting as a lifelong learner.
- **G.K12.6.2.2a: Self-Motivation - Know**: Follow directions to complete a task.
- **G.K12.6.2.2b: Self-Motivation - Understand**: Take initiative to complete tasks.
- **G.K12.6.2.2c: Self-Motivation - Perform**: Demonstrate persistence in returning to tasks and overcoming obstacles; adhere to timelines and other benchmarks.
- **G.K12.6.2.2d: Self-Motivation - Accomplish**: Strive for professional quality in self-selected projects and performances.
- **G.K12.6.2.3a: Priority - Know**: Identify a number of long and short-term goals and distinguishes between them.
- **G.K12.6.2.3b: Priority - Understand**: Prioritize goals by importance, time, resources, and sustainability.
- **G.K12.6.2.3c: Priority - Perform**: Evaluate and anticipate how controllable and non-controllable events and behavior affect goal achievement.
- **G.K12.6.2.3d: Priority - Accomplish**: Exercise visionary thinking and focus on the future to adjust and readjust goals.
- **G.K12.6.2.4a: Critical Reflection - Know**: Identify assumptions, beliefs, values, cultural practices, and social structures to assess impact.
- **G.K12.6.2.4b: Critical Reflection - Understand**: Analyze assumptions in relation to specific historical and cultural context.
- **G.K12.6.2.4c: Critical Reflection - Perform**: Propose alternative ways of thinking to challenge prevailing ways of knowing and acting.
- **G.K12.6.2.4d: Critical Reflection - Accomplish**: Question patterns of action to establish truth or viability of a proposition or action.
- **G.K12.6.3.1a: Communication - Know**: Communicate recognition of personal growth in areas of weakness and areas of strength.
- **G.K12.6.3.1b: Communication - Understand**: Use appropriate and field- specific language to describe challenges in a variety of areas; goals are well-defined and specific.
- **G.K12.6.3.1c: Communication - Perform**: Design oral and written plans to set goals and identify steps toward goal achievement and use those plans in work.
- **G.K12.6.3.1d: Communication - Accomplish**: Reflect on appropriateness of designed goal-setting plans; alter plans when appropriate; make future plans for goal achievement based on successes/failures.
- **G.K12.6.3.2a: Talent Development - Know**: Identify stages of talent development within a body of content.
- **G.K12.6.3.2b: Talent Development - Understand**: Evaluate personal levels of achievement and align them with levels of talent development.

- **G.K12.6.3.2c: Talent Development - Perform**: Produce high-quality products and performances that advance through a field's level of talent development.
- **G.K12.6.3.2d: Talent Development - Accomplish**: Develop products and performances of professional quality through individual strengths in relationship to fields of study.
- **G.K12.6.3.3a: Action Plan Components - Know**: Demonstrate knowledge of steps toward goal achievement.
- **G.K12.6.3.3b: Action Plan Components - Understand**: Develop goals and objectives that are realistic and systematic.
- **G.K12.6.3.3c: Action Plan Components - Perform**: Action plans include appropriate allocation of time, money, materials, and other resources.
- **G.K12.6.3.3d: Action Plan Components - Accomplish**: Action plan include components of evaluation, multiplicity of solutions to overcome obstacles, and recruitment of supporters and resources.
- **G.K12.6.3.4a: Social Context - Know**: Recognize how goals of self and others interconnect.
- **G.K12.6.3.4b: Social Context - Understand**: Establish goals for self that acknowledge goals of peers and others.
- **G.K12.6.3.4c: Social Context - Perform**: Assume responsibility for developing and managing goals that contribute to personal and group attainment.
- **G.K12.6.3.4d: Social Context - Accomplish**: Incorporate multiple points of view to develop long-term personal and collective goals in various contexts (educational, social, political, career).
- **G.K12.7.1.1a: Audience Recognition - Know**: Identify an authentic audience based on set criteria related to a specific topic.
- **G.K12.7.1.1b: Audience Recognition - Understand**: Communicate recognition of audience members' strengths and needs.
- **G.K12.7.1.1c: Audience Recognition - Perform**: React and refine performance based on audiences' strengths and needs.
- **G.K12.7.1.1d: Audience Recognition - Accomplish**: Communicate intentional reaction to subtle and overt feedback from audience.
- **G.K12.7.1.2a: Communication - Know**: Prepare and execute practiced performance to communicate ideas.
- **G.K12.7.1.2b: Communication - Understand**: Integrate ideas with visual supports to emphasize key point(s) in a performance.
- **G.K12.7.1.2c: Communication - Perform**: Identify personal presentation style and adapt that style to different purposes, moods, tones.
- **G.K12.7.1.2d: Communication - Accomplish**: Demonstrate evidence of refining a performance to communicate personal style.
- **G.K12.7.1.3a: Advanced Presentation - Know**: Use advanced language and symbol systems to communicate ideas.
- **G.K12.7.1.3b: Advanced Presentation - Understand**: Evaluate the personal preferences of others related to language and symbol systems.

- **G.K12.7.1.3c: Advanced Presentation - Perform**: Evaluate self in the area of presentation, language, and symbol systems.
- **G.K12.7.1.3d: Advanced Presentation - Accomplish**: Based on evaluation, revise and adapt presentation, language, and symbol systems for specific and various audiences.
- **G.K12.7.1.4a: Problem Solving - Know**: Create product to solve a problem or communicate a perspective.
- **G.K12.7.1.4b: Problem Solving - Understand**: Use strategies or tools of persuasion to resolve an issue or communicate a perspective.
- **G.K12.7.1.4c: Problem Solving - Perform**: Create specific strategies targeted at opposing viewpoints/perspectives.
- **G.K12.7.1.4d: Problem Solving - Accomplish**: Address critics with prepared, defensible arguments that effectively defend solutions.
- **G.K12.7.2.1a: Inventive Thinking - Know**: Generate ways to improve an existing product using two related sources.
- **G.K12.7.2.1b: Inventive Thinking - Understand**: Create an original product for a specific audience using inductive and deductive reasoning.
- **G.K12.7.2.1c: Inventive Thinking - Perform**: Create a product with defined rationale using multiple sources from varied fields or disciplines.
- **G.K12.7.2.1d: Inventive Thinking - Accomplish**: Create and defend a product using multiple sources that can be used in and across fields/disciplines.
- **G.K12.7.2.2a: Metaphorical Promotion - Know**: Create a statement or product using two related ideas to strengthen the message.
- **G.K12.7.2.2b: Metaphorical Promotion - Understand**: Illustrate a new concept using two or more related ideas innovatively.
- **G.K12.7.2.2c: Metaphorical Promotion - Perform**: Create two seemingly unrelated or opposing ideas to reflect an in-depth understanding of an issue, concept, or principle.
- **G.K12.7.2.2d: Metaphorical Promotion - Accomplish**: Incorporate multiple sources from varied perspectives to create and test a novel theory.
- **G.K12.7.2.3a: Praxis - Know**: Generate multiple solutions to a given problem.
- **G.K12.7.2.3b: Praxis - Understand**: Generate a new, personal concept by synthesizing multiple solutions and multiple perspectives.
- **G.K12.7.2.3c: Praxis - Perform**: Create a new personal theory by synthesizing multiple solutions and perspectives that can be applied to a different field of study.
- **G.K12.7.2.3d: Praxis - Accomplish**: Critique or defend a personal theory based on evidence from multiple sources and multiple perspectives.
- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.

- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.

- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

This course will develop an understanding of research methods and strategies that manifest themselves in a variety of disciplines and intellectual pursuits. Research methodology, in this context, includes both research done for academic pursuits as well as that which is pursued for

personal interest. Methods of analysis, of discerning the importance and nature of differing sources, and the pursuit of further study are all significant parts of the activities that embody research.

Students who are gifted have learning needs that go beyond what is traditionally offered in the regular classroom. The nature of their abilities, demonstrated or latent, requires differentiated learning experiences and opportunities for them to maximize their potential. Teachers need to develop the depth and quality of their students' experiences while adjusting the pace to meet individual needs.

This gifted course has been designed for the teacher to select and teach only the appropriate standards corresponding to a student's individual instructional needs.

Major Concepts/Content. The purpose of this course is to provide appropriately individualized curricula for students who are gifted.

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

- develop a broad range of research methods
- pursue further study in areas and ideas of significant interest
- use research methodology appropriate for a selected discipline or area of study
- conduct and integrate research in multiple fields/studies
- employ primary and secondary resource materials in research methods
- apply the use of technology to search for information, manage projects
- explore creative expression through a variety of cognitive avenues
- produce a variety of meaningful products

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

Version Requirements

Instructional Practices

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

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.

2. Making close reading and rereading of texts central to lessons.

3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.

4. Requiring students to support answers with evidence from the text.

5. Providing extensive text-based research and writing opportunities (claims and evidence).

Special Note

This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis.

Instructional activities used to meet course requirements and address individual student needs may occur in schools, communities, museums, institutions of higher education, or other appropriate scientific or cultural organizations. Instruction in these settings may require that students acquire specialized knowledge and skills, including the use of advanced technology, special tools, and equipment; terminology; and methodologies essential to the student's research.

It is necessary to implement a combination of research-based standards and strategies that have been proven successful in accelerating the development of research skills in gifted students. The instructional approaches should meet the needs of each student based on results of individual portfolios, assessments, and progress monitoring.

General Information

Course Number: 7965010

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Gifted >

Abbreviated Title: MTH STUS GIFTED

Number of Credits: Multiple credits

Course Length: Multiple (M) - Course length can vary

Course Type: Elective Course

Course Level: 3

Course Status: Draft - Course Pending Approval

Educator Certifications

- Gifted Endorsement

Qualifications

Certificate holder must be certified in the academic subject area being taught, in addition to the Gifted Endorsement requirement.

Externship for Students who are Gifted (#7965030)

Version: 2023 - And Beyond (current)

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **G.K12.1.1.1a: Nature of Knowledge - Know:** Locate and list the general divisions of knowledge, i.e., art, science, humanities, etc., and recognize integrated fields and disciplines.
- **G.K12.1.1.1b: Nature of Knowledge - Understand:** Identify and define a field of interest and analyze how the field is organized by explaining what criteria define the discipline and how those criteria are organized and divided.
- **G.K12.1.1.1c: Nature of Knowledge - Perform:** Differentiate fact, concept, theory, and principle and employ each in developing meaning and knowledge.
- **G.K12.1.1.1d: Nature of Knowledge - Accomplish:** Construct own meaning within a chosen field and offer new contributions to this respective field of study.
- **G.K12.1.1.2a: Basic Research - Know:** Identify and locate basic reference sources that support general research in several disciplines.
- **G.K12.1.1.2b: Basic Research - Understand:** Analyze the relevance and usefulness of primary and secondary references while identifying how fields are organized and subdivided.
- **G.K12.1.1.2c: Basic Research - Perform:** Use multiple primary and secondary sources to analyze, synthesize, and evaluate relevant persons, places, events, or beliefs that are dominant in a field.
- **G.K12.1.1.2d: Basic Research - Accomplish:** Use a variety of professional journals, professional databases, and college textbooks to make connections between and/or among fields of discipline.
- **G.K12.1.1.3a: Manipulation of Data - Know:** Manipulate data in order to determine contributions of the discipline to the community and world.
- **G.K12.1.1.3b: Manipulation of Data - Understand:** Seek and identify connections between fields to make sense of patterns and trends.
- **G.K12.1.1.3c: Manipulation of Data - Perform:** Construct research questions that help interpret the effects of major trends and issues over time.
- **G.K12.1.1.3d: Manipulation of Data - Accomplish:** Develop themes and connections across historical events, periods, and fields.
- **G.K12.1.1.4a: Organization of Data - Know:** Create or select an existing system for organizing data in a sequence.
- **G.K12.1.1.4b: Organization of Data - Understand:** Construct an organizational system (i.e., knowledge tree, graphic organizer, or diagram) that represents and illustrates the organization in a field of study and the subdivisions within that field.
- **G.K12.1.1.4c: Organization of Data - Perform:** Identify and illustrate themes, patterns, and structures that define an area of study.

- **G.K12.1.1.4d: Organization of Data - Accomplish:** Challenge (and defend or justify the challenge) accepted bodies of knowledge and organizational methodologies.
- **G.K12.1.2.1a: Conceptual Frameworks - Know:** Formulate questions to determine the relevance of the skills and knowledge required of a discipline.
- **G.K12.1.2.1b: Conceptual Frameworks - Understand:** Demonstrate understanding of conceptual themes and their organizational opportunities within a body of knowledge.
- **G.K12.1.2.1c: Conceptual Frameworks - Perform:** Create graphic organizers that organize the logical sequences of key conceptual themes in a field of study.
- **G.K12.1.2.1d: Conceptual Frameworks - Accomplish:** Analyze data and research methods used and developed by scholars within a field; internalize conceptual themes of that (those) discipline(s).
- **G.K12.1.2.1e: Conceptual Frameworks - Know:** Identify established rules or laws (principles) of nature which impact daily life and draw conclusions regarding their role in the world of work.
- **G.K12.1.2.1f: Conceptual Frameworks - Understand:** Differentiate similarities and differences between functional concepts and principles within a field.
- **G.K12.1.2.1g: Conceptual Frameworks - Perform:** Assimilate the often conflicting nature of knowledge generated within integrated disciplines.
- **G.K12.1.2.1h: Conceptual Frameworks - Accomplish:** Critique accepted conventions and rules and identify ambiguity.
- **G.K12.1.2.2a: Components and Methodologies - Know:** Identify and use terminology authentic to a chosen discipline of knowledge.
- **G.K12.1.2.2b: Components and Methodologies - Understand:** Create a list of the methodological skills and processes (general and specific) used by practicing professionals in a field.
- **G.K12.1.2.2c: Components and Methodologies - Perform:** Demonstrate an understanding of and delineate the diversity of language, tools, and methodologies between and among disciplines.
- **G.K12.1.2.2d: Components and Methodologies - Accomplish:** Experiment with a variety of methods to analyze data to develop greater understanding.
- **G.K12.1.2.3a: Conceptual Connections - Know:** Identify essential principles that govern and drive a series of key concepts in a chosen field.
- **G.K12.1.2.3b: Conceptual Connections - Understand:** Demonstrate foundational knowledge of various fields and disciplines.
- **G.K12.1.2.3c: Conceptual Connections - Perform:** Analyze and synthesize concepts and principles within a discipline in order to isolate essential concepts and identify macroconcepts.
- **G.K12.1.2.3d: Conceptual Connections - Accomplish:** Apply and transfer understanding to other disciplines.
- **G.K12.1.3.1a: Skill Development - Know:** Locate relevant information about varied professionals and identify personal strengths that may contribute to the field.

- **G.K12.1.3.1b: Skill Development - Understand:** Compare and contrast job descriptions, methods of working, and challenges faced by various practicing professionals to determine relevance to personal needs and goals.
- **G.K12.1.3.1c: Skill Development - Perform:** Use and refine the skills and methods of a professional in a discipline.
- **G.K12.1.3.1d: Skill Development - Accomplish:** Seek an understanding of the ethical issues and standards that frame a discipline.
- **G.K12.1.3.2a: Management of Data for Research - Know:** Identify a list of methods manuals, “How To” books, and other resources to research methodologies used by practitioners.
- **G.K12.1.3.2b: Management of Data for Research - Understand:** Compare and contrast general and specific methods of research used by practitioners to seek answers to viable professional questions.
- **G.K12.1.3.2c: Management of Data for Research - Perform:** Use appropriate data gathering instruments needed for a research study.
- **G.K12.1.3.2d: Management of Data for Research - Accomplish:** Apply the scientific method naturally, i.e., identify routine problem areas, focus the problem, state hypotheses, locate resources, classify and organize data, draw conclusions, and report findings.
- **G.K12.1.3.3a: Investigative Methodologies - Know:** Identify content area specialists to establish a sense of cause and effect within a field.
- **G.K12.1.3.3b: Investigative Methodologies - Understand:** Understand, identify, and analyze relationships among variables, constants, and controls in research.
- **G.K12.1.3.3c: Investigative Methodologies - Perform:** Apply the indicators that reflect quality in a field and understand how the field measures success.
- **G.K12.1.3.3d: Investigative Methodologies - Accomplish:** Challenge existing theories, principles, and rules through research and experimentation.
- **G.K12.1.3.4a: Support Structures - Know:** Recognize and identify the need for support structures found within a designated field of study and establish the nature of specific supports.
- **G.K12.1.3.4b: Support Structures - Understand:** Recognize the values and perspectives of those who hold opposing views within the discipline.
- **G.K12.1.3.4c: Support Structures - Perform:** Interview content area specialists to verify the application of methodologies incorporated in a study.
- **G.K12.1.3.4d: Support Structures - Accomplish:** Collaborate with professionals, experts, and others in the field to advance research, development, and understanding in the field.
- **G.K12.2.1.1a: The Nature of Questions - Know:** Identify questions as seeking basic information and facts in singular disciplines.
- **G.K12.2.1.1b: The Nature of Questions - Understand:** See potential for questions to explore broader aspects of knowledge, moving toward speculative and evaluative aspects.
- **G.K12.2.1.1c: The Nature of Questions - Perform:** Recognize that questions connect disciplines and build better frameworks for thinking.

- **G.K12.2.1.1d: The Nature of Questions - Accomplish:** Seek and use questions that connect divergent disciplines in order to expand understanding.
- **G.K12.2.1.2a: The Importance of Questions - Know:** Identify and situate questions within a singular discipline's method of inquiry.
- **G.K12.2.1.2b: The Importance of Questions - Understand:** Analyze and synthesize questions that connect methods of inquiry in different disciplines.
- **G.K12.2.1.2c: The Importance of Questions - Perform:** Order/categorize questions that link divergent disciplines and frame different inquiry methods.
- **G.K12.2.1.2d: The Importance of Questions - Accomplish:** Use questions that frame inquiry within divergent disciplines in order to understand the links between and/or among the disciplines.
- **G.K12.2.1.3a: The Power of Questions - Know:** Explain the function of questions within singular disciplines.
- **G.K12.2.1.3b: The Power of Questions - Understand:** Understand the function of questions to connect multiple disciplines.
- **G.K12.2.1.3c: The Power of Questions - Perform:** Demonstrate an initial use of questions to drive critical thought within a discipline.
- **G.K12.2.1.3d: The Power of Questions - Accomplish:** Manifest an understanding of the integrative nature and function of questions that drive inquiry in multiple disciplines.
- **G.K12.2.2.1a: Question Creation - Know:** Create questions that drive factual exploration within singular disciplines.
- **G.K12.2.2.1b: Question Creation - Understand:** Unite questions that drive broader exploration within disciplines.
- **G.K12.2.2.1c: Question Creation - Perform:** Manipulate ideas to create and organize questions that drive inquiry and connect divergent disciplines.
- **G.K12.2.2.1d: Question Creation - Accomplish:** Use questions that link divergent disciplines to develop personal understandings of experiences.
- **G.K12.2.2.2a: Questions and Inquiry - Know:** Explain the kind of information questions seek.
- **G.K12.2.2.2b: Questions and Inquiry - Understand:** Explain how the questions limit and/or expand the nature of the exploration.
- **G.K12.2.2.2c: Questions and Inquiry - Perform:** Use questions to refocus the nature of the inquiry.
- **G.K12.2.2.2d: Questions and Inquiry - Accomplish:** Use questions to situate personal interest and background within the inquiry.
- **G.K12.2.3.1a: Questions Scrutinized - Know:** Recognize the quality of questions (both identified and created) that frame singular disciplinary inquiry.
- **G.K12.2.3.1b: Questions Scrutinized - Understand:** Explain the quality of questions (both identified and created) that work to expand inquiry into integrated disciplines.
- **G.K12.2.3.1c: Questions Scrutinized - Perform:** Evaluate questions (both identified and created) as a regular component of personal research and exploration.

- **G.K12.2.3.1d: Questions Scrutinized - Accomplish:** Explore the nature of questioning, always aware that better questions deliver the potential for more complete information.
- **G.K12.2.3.2a: Questions Revised - Know:** Refine questions as directed so they explore a clearer line of inquiry within a single discipline.
- **G.K12.2.3.2b: Questions Revised - Understand:** Synthesize questions as directed so they explore a clearer line of inquiry and integrate disciplines.
- **G.K12.2.3.2c: Questions Revised - Perform:** Develop questions spontaneously and independently while conducting personal research and exploration.
- **G.K12.2.3.2d: Questions Revised - Accomplish:** Refine questions as a general practice or characteristic of intellectual pursuit.
- **G.K12.3.1.1a: Cooperative Research - Know:** Participate in a cooperative group to solve problems and/or complete a research project.
- **G.K12.3.1.1b: Cooperative Research - Understand:** Demonstrate ethical leadership and/or teamwork within a research workgroup.
- **G.K12.3.1.1c: Cooperative Research - Perform:** Work cooperatively with peers from a variety of perspectives and abilities while obtaining valid research and/or products from research.
- **G.K12.3.1.1d: Cooperative Research - Accomplish:** Integrate a variety of appropriate components uncovered from cooperative research within a field of study.
- **G.K12.3.1.2a: Scientific Method - Know:** Demonstrate the ability to gather and document data relevant to scientific investigations using the scientific method.
- **G.K12.3.1.2b: Scientific Method - Understand:** Analyze the impact or effect of chosen alternatives (variables) within the scientific method.
- **G.K12.3.1.2c: Scientific Method - Perform:** Construct scientific research using proper protocol for scientific study.
- **G.K12.3.1.2d: Scientific Method - Accomplish:** Use scientific method to produce products or solutions to problems in a research setting and in a non-research setting.
- **G.K12.3.1.3a: Research Tools - Know:** Recognize organizational tools used for research in a variety of fields.
- **G.K12.3.1.3b: Research Tools - Understand:** Use organizational strategies to generate ideas for research and/or creative products.
- **G.K12.3.1.3c: Research Tools - Perform:** Communicate results of research using the established organizational tools within a field of study.
- **G.K12.3.1.3d: Research Tools - Accomplish:** Create unique tools that incorporate a variety of methods of communication/ organization for the clarification of others about a field of study.
- **G.K12.3.2.1a: Information in Multiple Contexts - Know:** Identify and locate information available in a multitude of places, including newspapers, magazines, catalogues, Internet directories, time schedules, and media, all of which include local, state, national, and/or international sources.
- **G.K12.3.2.1b: Information in Multiple Contexts - Understand:** Analyze the relevance and usefulness of information for the completion of a specific task.

- **G.K12.3.2.1c: Information in Multiple Contexts - Perform:** Generate, classify, and evaluate ideas, objects, and/or events in a unique way to construct original projects that illustrate solutions to real-world problems and concerns.
- **G.K12.3.2.1d: Information in Multiple Contexts - Accomplish:** Assemble ideas, objects, and/or events from a variety of sources (primary and secondary) to conduct research in a field of study.
- **G.K12.3.2.1e: Information in Multiple Contexts - Know:** Use a systematic approach to locate information from a variety of reference materials, including the use of parts of a book,(e.g., table of contents, index, appendices, glossary, index, title page).
- **G.K12.3.2.1f: Information in Multiple Contexts - Understand:** Use appropriate accurate information for research and experimentation to create an original work.
- **G.K12.3.2.1g: Information in Multiple Contexts - Perform:** Use multiple secondary and primary sources to analyze, synthesize, and evaluate relevant details and facts to examine relationships, infer meanings, define relationships, and predict outcomes.
- **G.K12.3.2.1h: Information in Multiple Contexts - Accomplish:** Analyze and synthesize information and concepts contained in multiple sources and communicates results in a unique way, i.e., designing a better model or creating a simulation.
- **G.K12.3.3.1a: Deductive and Inductive Reasoning - Know:** Demonstrate the ability to retrieve information from a reliable data base.
- **G.K12.3.3.1b: Deductive and Inductive Reasoning - Understand:** Describe the nature of an argument, the degree of ambiguity, and the source (deductive/inductive) of the argument's authority.
- **G.K12.3.3.1c: Deductive and Inductive Reasoning - Perform:** Critique and defend statements of deductive and inductive reasoning.
- **G.K12.3.3.1d: Deductive and Inductive Reasoning - Accomplish:** Implement deductive and/or inductive reasoning within discussion and/or product development in a field of study.
- **G.K12.3.3.1e: Deductive and Inductive Reasoning - Know:** Define deductive and inductive reasoning and distinguish the different thought processes each uses.
- **G.K12.3.3.1f: Deductive and Inductive Reasoning - Understand:** Explain whether an argument depends on ambiguity, a shift in the line of reasoning, or whether the alleged authority is reliable.
- **G.K12.3.3.1g: Deductive and Inductive Reasoning - Perform:** Evaluate judgments made within the context of an argument.
- **G.K12.3.3.1h: Deductive and Inductive Reasoning - Accomplish:** Bring consistent use of different reasoning types to active study and research in a field.
- **G.K12.3.3.2a: Fact versus Opinion - Know:** Identify fact and opinion and recognizes the important implications for each.
- **G.K12.3.3.2b: Fact versus Opinion - Understand:** Juxtapose opinions and facts from multiple sources to support or validate conclusions.
- **G.K12.3.3.2c: Fact versus Opinion - Perform:** Analyze opinions and facts of experts within a research field.

- **G.K12.3.3.2d: Fact versus Opinion - Accomplish:** Create, defend, and adapt opinions developed after the analysis of data within a variety of fields.
- **G.K12.3.4.1a: Ethics - Know:** Identify ethical concerns related to the use of knowledge (copyright, security, integrity, piracy, privacy, etc.).
- **G.K12.3.4.1b: Ethics - Understand:** Explain ethical standards in regard to intellectual effects on research outcomes.
- **G.K12.3.4.1c: Ethics - Perform:** Clarify and develop a personal ethic regarding critical research.
- **G.K12.3.4.1d: Ethics - Accomplish:** Analyze the use of ethical protocol as it pertains to real-world problems and concerns.
- **G.K12.4.1.1a: Problem Investigation - Know:** Recognize multiple problems within a complex issue; poses research questions.
- **G.K12.4.1.1b: Problem Investigation - Understand:** Categorize and prioritize identified problems within a complex issue; generate hypotheses.
- **G.K12.4.1.1c: Problem Investigation - Perform:** Use established criteria to focus the problem statement and generate solutions.
- **G.K12.4.1.1d: Problem Investigation - Accomplish:** Propose new avenues for research of existing and future related problems.
- **G.K12.4.1.2a: Multiple Perspectives - Know:** Acknowledge diverse viewpoints of a problem.
- **G.K12.4.1.2b: Multiple Perspectives - Understand:** Compare and contrast multiple perspectives of a problem.
- **G.K12.4.1.2c: Multiple Perspectives - Perform:** Integrate multiple points of view into a problem statement.
- **G.K12.4.1.2d: Multiple Perspectives - Accomplish:** Restructure the problem statement to reflect new perspectives.
- **G.K12.4.1.3a: Supportive Constructs - Know:** Generate an effective argument on each side of a problem.
- **G.K12.4.1.3b: Supportive Constructs - Understand:** Develop multiple supporting statements from different perspectives.
- **G.K12.4.1.3c: Supportive Constructs - Perform:** Communicate supportive evidence convincingly in multiple formats.
- **G.K12.4.1.3d: Supportive Constructs - Accomplish:** Defend, challenge, and articulate points of view using available resources; develop effective rebuttals.
- **G.K12.4.1.4a: Solution Finding - Know:** Propose multiple solutions to a problem within varied categories (i.e., social, technological, educational, environmental, political).
- **G.K12.4.1.4b: Solution Finding - Understand:** Establish and apply criteria for evaluation of solutions.
- **G.K12.4.1.4c: Solution Finding - Perform:** Create original solutions and products based on evaluated criteria; analyze possible consequences and impacts; test conclusions to improve ideas.

- **G.K12.4.1.4d: Solution Finding - Accomplish:** Extend solutions to aid in solving future problems; seek alternative innovative outcomes or solutions.
- **G.K12.4.1.5a: Creative Thinking - Know:** Generate numerous and varied ideas to solve a real- world problem (fluency and flexibility).
- **G.K12.4.1.5b: Creative Thinking - Understand:** Synthesize unique alternatives to solve a problem (originality).
- **G.K12.4.1.5c: Creative Thinking - Perform:** Elaborate ideas through collaborative processes with colleagues.
- **G.K12.4.1.5d: Creative Thinking - Accomplish:** Evaluate and modify ideas and products to improve usefulness.
- **G.K12.4.2.1a: Data Analysis - Know:** Locate information and data sources relative to a complex, real-world problem.
- **G.K12.4.2.1b: Data Analysis - Understand:** Make decisions about the usefulness of data to filter out extraneous information.
- **G.K12.4.2.1c: Data Analysis - Perform:** Use a variety of tools and techniques to organize data to draw conclusive statements.
- **G.K12.4.2.1d: Data Analysis - Accomplish:** Perform data analysis using tools of practicing professionals for a specific intent.
- **G.K12.4.2.2a: Forecasting Solutions - Know:** Identify patterns within related facts and information.
- **G.K12.4.2.2b: Forecasting Solutions - Understand:** Organize facts and information using various methods to predict potential outcomes.
- **G.K12.4.2.2c: Forecasting Solutions - Perform:** Use forecasting tools to evaluate possible solutions.
- **G.K12.4.2.2d: Forecasting Solutions - Accomplish:** Anticipate and plan for possible, probable, and preferable future outcomes.
- **G.K12.4.2.3a: Critical Thinking - Know:** Distinguish between fact and opinion in a variety of sources.
- **G.K12.4.2.3b: Critical Thinking - Understand:** Recognize bias and value statements in a variety of media.
- **G.K12.4.2.3c: Critical Thinking - Perform:** Use inductive and deductive thinking processes to draw conclusions.
- **G.K12.4.2.3d: Critical Thinking - Accomplish:** Analyze, interpret, and synthesize details and facts to examine relationships, infer meanings, and predict outcomes.
- **G.K12.4.2.4a: Ethics - Know:** Recognize the role of values in the development of attitudes about a complex problem.
- **G.K12.4.2.4b: Ethics - Understand:** Use knowledge of recognized ethical standards of various stakeholders to formulate problem statements and solutions.
- **G.K12.4.2.4c: Ethics - Perfom:** Use the value system most common to a field of study to evaluate solutions and products.

- **G.K12.4.2.4d: Ethics - Accomplish:** Promote humane and respectful solutions to complex problems.
- **G.K12.4.3.1a: Evaluation - Know:** Recognize existing knowledge and attitudes about a complex problem.
- **G.K12.4.3.1b: Evaluation - Understand:** Analyze the impacts of existing knowledge and attitudes; identify personal assumptions and blind spots in approaching the problem.
- **G.K12.4.3.1c: Evaluation - Perform:** Identify knowledge gaps and inconsistencies to challenge existing attitudes and beliefs.
- **G.K12.4.3.1d: Evaluation - Accomplish:** Use multiple sources to affect change in generally accepted knowledge and attitudes.
- **G.K12.4.3.2a: Creative Methodology - Know:** Recognize contributions of inventors and innovators in multiple fields of accomplishment.
- **G.K12.4.3.2b: Creative Methodology - Understand:** Analyze and/or replicate methods used by creators and problem solvers in multiple fields.
- **G.K12.4.3.2c: Creative Methodology - Perform:** Create original products using various inventive strategies.
- **G.K12.4.3.2d: Creative Methodology - Accomplish:** Design original problem solving models for use in specific situations.
- **G.K12.4.3.2e: Creative Methodology - Know:** Identify a variety of problem solving methods.
- **G.K12.4.3.2f: Creative Methodology - Understand:** Differentiate the effectiveness of problem solving methods in a variety of settings.
- **G.K12.4.3.2g: Creative Methodology - Perform:** Apply appropriate methodologies for problem solving based on their usefulness.
- **G.K12.4.3.2h: Creative Methodology - Accomplish:** Reflect on adequacy of inventive processes and problem solving in various disciplines.
- **G.K12.4.3.3a: Communication - Know:** Identify stakeholders within a complex problem.
- **G.K12.4.3.3b: Communication - Understand:** Use multiple tools and techniques to target identified audiences; use precise language to explain positions.
- **G.K12.4.3.3c: Communication - Perform:** Use information about the stakeholders to develop convincing arguments to support solutions.
- **G.K12.4.3.3d: Communication - Accomplish:** Advocate convincingly to diverse audiences using sophisticated techniques (oral, written, technological) appropriate to the field and audience.
- **G.K12.5.1.1a: Consensus Building - Know**: Recognize the essential need to respect the ideas, feelings, and abilities of others.
- **G.K12.5.1.1b: Consensus Building - Understand**: Demonstrate a greater awareness of others through participation in programs and projects that emphasize service to others.
- **G.K12.5.1.1c: Consensus Building - Perform**: Use diverse individual beliefs and values of the group to design plans of action that address issues or problems.

- **G.K12.5.1.1d: Consensus Building - Accomplish**: Defend the results and gain support for a plan of action to address issues or problems within a diverse population.
- **G.K12.5.1.2a: Personal Qualities - Know**: Identify personal strengths and weaknesses that influence positive group dynamics.
- **G.K12.5.1.2b: Personal Qualities - Understand**: Recognize leadership patterns and behaviors that positively affect change in a group.
- **G.K12.5.1.2c: Personal Qualities - Perform**: Improve group performances through individual strengths and collaborative rules of courtesy and order.
- **G.K12.5.1.2d: Personal Qualities - Accomplish**: Analyze positive and negative aspects of leadership that drive the beliefs and values of a diverse group.
- **G.K12.5.1.2e: Personal Qualities - Know**: Identify personal abilities, talents, strengths and weaknesses for certain tasks, recognizing the power to influence one's own destiny.
- **G.K12.5.1.2f: Personal Qualities - Understand**: Compare and contrast the personal and academic goals of self and others in order to build cohesion.
- **G.K12.5.1.2g: Personal Qualities - Perform**: Demonstrate the ability to state personal preferences and support a personal point of view when contrary to the accepted view of others.
- **G.K12.5.1.2h: Personal Qualities - Accomplish**: Design, plan, and evaluate a plan of action to address an issue or problem of personal interest.
- **G.K12.5.1.3a: Conflict Resolution - Know**: Verbalize an awareness of the cause/effect relationship of his/her behavior within a group setting.
- **G.K12.5.1.3b: Conflict Resolution - Understand**: Generate a list of solutions to a group conflict, predicting possible concomitant results that might impact the group.
- **G.K12.5.1.3c: Conflict Resolution - Perform**: Implement conflict management and resolution techniques to bring about positive change.
- **G.K12.5.1.3d: Conflict Resolution - Accomplish**: Reflect upon the effectiveness of conflict management and resolution techniques used to develop strategies for future group problem solving.
- **G.K12.5.2.1a: Problem Solving - Know**: Identify characteristics that empower an individual to be a proficient, creative problem solver.
- **G.K12.5.2.1b: Problem Solving - Understand**: Recognize and emulate effective implementation of creative problem solving skills.
- **G.K12.5.2.1c: Problem Solving - Perform**: Simulate a creative problem solving encounter with a diverse group of individuals.
- **G.K12.5.2.1d: Problem Solving - Accomplish**: Analyze the productivity of the group's response to the problem following the conclusion of a creative problem solving experience.
- **G.K12.5.2.2a: Diversity - Know**: Identify in individuals the qualities of empathy and sensitivity to the ideas of others.
- **G.K12.5.2.2b: Diversity - Understand**: Promote diversity in talents and intellectual abilities of each member of the group.

- **G.K12.5.2.2c: Diversity - Perform**: Display flexibility when incorporating individual beliefs and values toward goal attainment.
- **G.K12.5.2.2d: Diversity - Accomplish**: Analyze diverse leadership styles of outstanding leaders and evaluate the impact to one's own personal leadership skills.
- **G.K12.5.2.3a: Self-awareness - Know**: Identify personal attributes as areas of strength or weakness.
- **G.K12.5.2.3b: Self-awareness - Understand**: Differentiate between individual strengths and weaknesses as motivators and/or limiters.
- **G.K12.5.2.3c: Self-awareness - Perform**: Demonstrate an understanding of positive self-worth and recognize limits in the emotional capacity of individuals.
- **G.K12.5.2.3d: Self-awareness - Accomplish**: Celebrate self-advocacy as a personal strength; accept weaknesses as an opportunity for change.
- **G.K12.5.3.1a: Group Dynamics - Know**: Adhere to the established rules of interaction in accepting and respecting consensus.
- **G.K12.5.3.1b: Group Dynamics - Understand**: Demonstrate the ability to convey to group members good decision making skills.
- **G.K12.5.3.1c: Group Dynamics - Perform**: Stimulate group discussion and decision making by asking appropriate questions.
- **G.K12.5.3.1d: Group Dynamics - Accomplish**: Direct the group through an analysis and synthesis of the final solution to the achievement of a project goal.
- **G.K12.5.3.2a: Communication - Know**: Convey information, concepts, and ideas using appropriate and advanced techniques.
- **G.K12.5.3.2b: Communication - Understand**: Show an awareness of the experiences, needs, and concerns of others in the communication process.
- **G.K12.5.3.2c: Communication - Perform**: Solidify group cohesion toward an assigned task using both verbal and non-verbal skills.
- **G.K12.5.3.2d: Communication - Accomplish**: Analyze and synthesize the presentation skills necessary to communicate ideas, information, concerns, and solutions to a project goal.
- **G.K12.5.3.3a: Technology - Know**: Identify appropriate technology to achieve a project goal.
- **G.K12.5.3.3b: Technology - Understand**: Demonstrate the ability to propose new uses for current technology.
- **G.K12.5.3.3c: Technology - Perform**: Integrate information systems in the problem solving process.
- **G.K12.5.3.3d: Technology - Accomplish**: Use information systems to identify and analyze trends and events in order to forecast future implications.
- **G.K12.5.3.4a: Cooperative Learning - Know**: Recognize positive interdependence as a basic tenet.
- **G.K12.5.3.4b: Cooperative Learning - Understand**: Convey an understanding of the importance of group cohesiveness and pride.

- **G.K12.5.3.4c: Cooperative Learning - Perform**: Demonstrate the ability to work with peers from a variety of cultures and ability levels respecting individual strengths, talents, and learning styles.
- **G.K12.5.3.4d: Cooperative Learning - Accomplish**: Display flexibility in the incorporation of individual beliefs and values in the completion of a goal while recognizing the diversity of group members.
- **G.K12.6.1.1a: Metacognition - Know**: Identify and use numerous tools to recognize personal strengths/weaknesses, learning styles/preferences.
- **G.K12.6.1.1b: Metacognition - Understand**: Interpret assessments and identify skills/abilities necessary for professional performance in a field of study.
- **G.K12.6.1.1c: Metacognition - Perform**: Recognize challenges and create goals for developing expertise in a field of study.
- **G.K12.6.1.1d: Metacognition - Accomplish**: Evaluate and refocus goals and the path to accomplishment through self- reflection and evaluation.
- **G.K12.6.1.2a: Learning Profile - Know**: Recognize the components of personal learning preferences.
- **G.K12.6.1.2b: Learning Profile - Understand**: Reflect on learning/work preferences to identify themes and changes over time.
- **G.K12.6.1.2c: Learning Profile - Perform**: Compare how components of learning preferences align with professionals in a field of study.
- **G.K12.6.1.2d: Learning Profile - Accomplish**: Use learning/work preferences to develop products in one or more disciplines.
- **G.K12.6.1.3a: Acceptance of Challenge - Know**: Recognize the need to accomplish tasks in areas of both strength and weakness.
- **G.K12.6.1.3b: Acceptance of Challenge - Understand**: Identify strategies and resources to overcome obstacles.
- **G.K12.6.1.3c: Acceptance of Challenge - Perform**: Return to a task that was not successful; evaluate alternatives and seek support from outside resources.
- **G.K12.6.1.3d: Acceptance of Challenge - Accomplish**: Seek opportunities to try new experiences in areas of strengths and weaknesses.
- **G.K12.6.1.4a: Evaluation - Know**: Use evaluation of previous tasks to improve performance.
- **G.K12.6.1.4b: Evaluation - Understand**: Review progress toward accepting challenges in various areas.
- **G.K12.6.1.4c: Evaluation - Perform**: Reflect on failures and successes through self evaluation; acknowledge constructive criticism.
- **G.K12.6.1.4d: Evaluation - Accomplish**: Solicit feedback from professionals related to projects and synthesize critiques into personal growth.
- **G.K12.6.2.1a: Independence - Know**: Recognize the need to set goals for assigned tasks.
- **G.K12.6.2.1b: Independence - Understand**: Systematically approach setting and modifying goals with support from teachers and/or peers.

- **G.K12.6.2.1c: Independence - Perform**: Document failures as a learning tool and alter plans when appropriate.
- **G.K12.6.2.1d: Independence - Accomplish**: Incorporate a system of goal-setting as a lifelong learner.
- **G.K12.6.2.2a: Self-Motivation - Know**: Follow directions to complete a task.
- **G.K12.6.2.2b: Self-Motivation - Understand**: Take initiative to complete tasks.
- **G.K12.6.2.2c: Self-Motivation - Perform**: Demonstrate persistence in returning to tasks and overcoming obstacles; adhere to timelines and other benchmarks.
- **G.K12.6.2.2d: Self-Motivation - Accomplish**: Strive for professional quality in self-selected projects and performances.
- **G.K12.6.2.3a: Priority - Know**: Identify a number of long and short-term goals and distinguishes between them.
- **G.K12.6.2.3b: Priority - Understand**: Prioritize goals by importance, time, resources, and sustainability.
- **G.K12.6.2.3c: Priority - Perform**: Evaluate and anticipate how controllable and non-controllable events and behavior affect goal achievement.
- **G.K12.6.2.3d: Priority - Accomplish**: Exercise visionary thinking and focus on the future to adjust and readjust goals.
- **G.K12.6.2.4a: Critical Reflection - Know**: Identify assumptions, beliefs, values, cultural practices, and social structures to assess impact.
- **G.K12.6.2.4b: Critical Reflection - Understand**: Analyze assumptions in relation to specific historical and cultural context.
- **G.K12.6.2.4c: Critical Reflection - Perform**: Propose alternative ways of thinking to challenge prevailing ways of knowing and acting.
- **G.K12.6.2.4d: Critical Reflection - Accomplish**: Question patterns of action to establish truth or viability of a proposition or action.
- **G.K12.6.3.1a: Communication - Know**: Communicate recognition of personal growth in areas of weakness and areas of strength.
- **G.K12.6.3.1b: Communication - Understand**: Use appropriate and field- specific language to describe challenges in a variety of areas; goals are well-defined and specific.
- **G.K12.6.3.1c: Communication - Perform**: Design oral and written plans to set goals and identify steps toward goal achievement and use those plans in work.
- **G.K12.6.3.1d: Communication - Accomplish**: Reflect on appropriateness of designed goal-setting plans; alter plans when appropriate; make future plans for goal achievement based on successes/failures.
- **G.K12.6.3.2a: Talent Development - Know**: Identify stages of talent development within a body of content.
- **G.K12.6.3.2b: Talent Development - Understand**: Evaluate personal levels of achievement and align them with levels of talent development.

- **G.K12.6.3.2c: Talent Development - Perform**: Produce high-quality products and performances that advance through a field's level of talent development.
- **G.K12.6.3.2d: Talent Development - Accomplish**: Develop products and performances of professional quality through individual strengths in relationship to fields of study.
- **G.K12.6.3.3a: Action Plan Components - Know**: Demonstrate knowledge of steps toward goal achievement.
- **G.K12.6.3.3b: Action Plan Components - Understand**: Develop goals and objectives that are realistic and systematic.
- **G.K12.6.3.3c: Action Plan Components - Perform**: Action plans include appropriate allocation of time, money, materials, and other resources.
- **G.K12.6.3.3d: Action Plan Components - Accomplish**: Action plan include components of evaluation, multiplicity of solutions to overcome obstacles, and recruitment of supporters and resources.
- **G.K12.6.3.4a: Social Context - Know**: Recognize how goals of self and others interconnect.
- **G.K12.6.3.4b: Social Context - Understand**: Establish goals for self that acknowledge goals of peers and others.
- **G.K12.6.3.4c: Social Context - Perform**: Assume responsibility for developing and managing goals that contribute to personal and group attainment.
- **G.K12.6.3.4d: Social Context - Accomplish**: Incorporate multiple points of view to develop long-term personal and collective goals in various contexts (educational, social, political, career).
- **G.K12.7.1.1a: Audience Recognition - Know**: Identify an authentic audience based on set criteria related to a specific topic.
- **G.K12.7.1.1b: Audience Recognition - Understand**: Communicate recognition of audience members' strengths and needs.
- **G.K12.7.1.1c: Audience Recognition - Perform**: React and refine performance based on audiences' strengths and needs.
- **G.K12.7.1.1d: Audience Recognition - Accomplish**: Communicate intentional reaction to subtle and overt feedback from audience.
- **G.K12.7.1.2a: Communication - Know**: Prepare and execute practiced performance to communicate ideas.
- **G.K12.7.1.2b: Communication - Understand**: Integrate ideas with visual supports to emphasize key point(s) in a performance.
- **G.K12.7.1.2c: Communication - Perform**: Identify personal presentation style and adapt that style to different purposes, moods, tones.
- **G.K12.7.1.2d: Communication - Accomplish**: Demonstrate evidence of refining a performance to communicate personal style.
- **G.K12.7.1.3a: Advanced Presentation - Know**: Use advanced language and symbol systems to communicate ideas.
- **G.K12.7.1.3b: Advanced Presentation - Understand**: Evaluate the personal preferences of others related to language and symbol systems.

- **G.K12.7.1.3c: Advanced Presentation - Perform**: Evaluate self in the area of presentation, language, and symbol systems.
- **G.K12.7.1.3d: Advanced Presentation - Accomplish**: Based on evaluation, revise and adapt presentation, language, and symbol systems for specific and various audiences.
- **G.K12.7.1.4a: Problem Solving - Know**: Create product to solve a problem or communicate a perspective.
- **G.K12.7.1.4b: Problem Solving - Understand**: Use strategies or tools of persuasion to resolve an issue or communicate a perspective.
- **G.K12.7.1.4c: Problem Solving - Perform**: Create specific strategies targeted at opposing viewpoints/perspectives.
- **G.K12.7.1.4d: Problem Solving - Accomplish**: Address critics with prepared, defensible arguments that effectively defend solutions.
- **G.K12.7.2.1a: Inventive Thinking - Know**: Generate ways to improve an existing product using two related sources.
- **G.K12.7.2.1b: Inventive Thinking - Understand**: Create an original product for a specific audience using inductive and deductive reasoning.
- **G.K12.7.2.1c: Inventive Thinking - Perform**: Create a product with defined rationale using multiple sources from varied fields or disciplines.
- **G.K12.7.2.1d: Inventive Thinking - Accomplish**: Create and defend a product using multiple sources that can be used in and across fields/disciplines.
- **G.K12.7.2.2a: Metaphorical Promotion - Know**: Create a statement or product using two related ideas to strengthen the message.
- **G.K12.7.2.2b: Metaphorical Promotion - Understand**: Illustrate a new concept using two or more related ideas innovatively.
- **G.K12.7.2.2c: Metaphorical Promotion - Perform**: Create two seemingly unrelated or opposing ideas to reflect an in-depth understanding of an issue, concept, or principle.
- **G.K12.7.2.2d: Metaphorical Promotion - Accomplish**: Incorporate multiple sources from varied perspectives to create and test a novel theory.
- **G.K12.7.2.3a: Praxis - Know**: Generate multiple solutions to a given problem.
- **G.K12.7.2.3b: Praxis - Understand**: Generate a new, personal concept by synthesizing multiple solutions and multiple perspectives.
- **G.K12.7.2.3c: Praxis - Perform**: Create a new personal theory by synthesizing multiple solutions and perspectives that can be applied to a different field of study.
- **G.K12.7.2.3d: Praxis - Accomplish**: Critique or defend a personal theory based on evidence from multiple sources and multiple perspectives.
- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.

- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.

- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

The purpose of this course is to provide opportunities for students who are gifted to participate in a field experience with a community professional. This externship will provide an opportunity for field experience, research, and personal growth to enhance awareness of career options.

Students who are gifted have learning needs that go beyond what is traditionally offered in the regular classroom. The nature of their abilities, demonstrated or latent, requires differentiated learning experiences and opportunities for them to maximize their potential. Teachers need to develop the depth and quality of their students' experiences while adjusting the pace to meet individual needs.

This gifted course has been designed for the teacher to select and teach only the appropriate standards corresponding to a student's individual instructional needs.

Major Concepts/Content. The purpose of this course is to provide appropriately individualized curricula for students who are gifted.

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

- independent learning
- application of acquired knowledge
- high-level communication
- collaboration with field experts
- application and utilization of appropriate technology
- documentation of acquired information from field experience
- career exploration
- exploration of educational requirements, employment opportunities, and salaries in careers related to areas of externship

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

Version Requirements

Instructional Practices

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

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.

2. Making close reading and rereading of texts central to lessons.

3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.

4. Requiring students to support answers with evidence from the text.

5. Providing extensive text-based research and writing opportunities (claims and evidence).

Special Note

This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis.

Instructional activities used to meet course requirements and address individual student needs may occur in schools, communities, museums, institutions of higher education, or other appropriate scientific or cultural organizations. Instruction in these settings may require that students acquire specialized knowledge and skills, including the use of advanced technology, special tools, and equipment; terminology; and methodologies essential to the student's research.

It is necessary to implement a combination of research-based standards and strategies that have been proven successful in accelerating the development of research skills in gifted students. The instructional approaches should meet the needs of each student based on results of individual portfolios, assessments, and progress monitoring.

General Information

Course Number: 7965030

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Gifted >

Abbreviated Title: EXTRNSHP STUS GIFTED

Number of Credits: Multiple credits

Course Length: Multiple (M) - Course length can vary

Course Type: Elective Course

Course Level: 3

Course Status: Draft - Course Pending Approval

Educator Certifications

- Gifted Endorsement

Qualifications

Certificate holder must be certified in the academic subject area being taught, in addition to the Gifted Endorsement requirement.

Studies for Students who are Gifted (#7965040)

Version: 2023 - And Beyond (current)

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **G.K12.1.1.1a: Nature of Knowledge - Know:** Locate and list the general divisions of knowledge, i.e., art, science, humanities, etc., and recognize integrated fields and disciplines.
- **G.K12.2.1.1b: The Nature of Questions - Understand:** See potential for questions to explore broader aspects of knowledge, moving toward speculative and evaluative aspects.
- **G.K12.2.1.1c: The Nature of Questions - Perform:** Recognize that questions connect disciplines and build better frameworks for thinking.
- **G.K12.2.1.1d: The Nature of Questions - Accomplish:** Seek and use questions that connect divergent disciplines in order to expand understanding.
- **G.K12.2.1.2a: The Importance of Questions - Know:** Identify and situate questions within a singular discipline's method of inquiry.
- **G.K12.2.1.2b: The Importance of Questions - Understand:** Analyze and synthesize questions that connect methods of inquiry in different disciplines.
- **G.K12.2.1.2c: The Importance of Questions - Perform:** Order/categorize questions that link divergent disciplines and frame different inquiry methods.
- **G.K12.2.1.2d: The Importance of Questions - Accomplish:** Use questions that frame inquiry within divergent disciplines in order to understand the links between and/or among the disciplines.
- **G.K12.2.1.3a: The Power of Questions - Know:** Explain the function of questions within singular disciplines.
- **G.K12.2.1.3b: The Power of Questions - Understand:** Understand the function of questions to connect multiple disciplines.
- **G.K12.2.1.3c: The Power of Questions - Perform:** Demonstrate an initial use of questions to drive critical thought within a discipline.
- **G.K12.2.1.3d: The Power of Questions - Accomplish:** Manifest an understanding of the integrative nature and function of questions that drive inquiry in multiple disciplines.
- **G.K12.2.2.1a: Question Creation - Know:** Create questions that drive factual exploration within singular disciplines.
- **G.K12.2.2.1b: Question Creation - Understand:** Unite questions that drive broader exploration within disciplines.
- **G.K12.2.2.1c: Question Creation - Perform:** Manipulate ideas to create and organize questions that drive inquiry and connect divergent disciplines.
- **G.K12.2.2.1d: Question Creation - Accomplish:** Use questions that link divergent disciplines to develop personal understandings of experiences.
- **G.K12.2.2.2a: Questions and Inquiry - Know:** Explain the kind of information questions seek.

- **G.K12.2.2.2b: Questions and Inquiry - Understand:** Explain how the questions limit and/or expand the nature of the exploration.
- **G.K12.2.2.2c: Questions and Inquiry - Perform:** Use questions to refocus the nature of the inquiry.
- **G.K12.2.2.2d: Questions and Inquiry - Accomplish:** Use questions to situate personal interest and background within the inquiry.
- **G.K12.2.3.1a: Questions Scrutinized - Know:** Recognize the quality of questions (both identified and created) that frame singular disciplinary inquiry.
- **G.K12.2.3.1b: Questions Scrutinized - Understand:** Explain the quality of questions (both identified and created) that work to expand inquiry into integrated disciplines.
- **G.K12.2.3.1c: Questions Scrutinized - Perform:** Evaluate questions (both identified and created) as a regular component of personal research and exploration.
- **G.K12.2.3.1d: Questions Scrutinized - Accomplish:** Explore the nature of questioning, always aware that better questions deliver the potential for more complete information.
- **G.K12.2.3.2a: Questions Revised - Know:** Refine questions as directed so they explore a clearer line of inquiry within a single discipline.
- **G.K12.2.3.2b: Questions Revised - Understand:** Synthesize questions as directed so they explore a clearer line of inquiry and integrate disciplines.
- **G.K12.2.3.2c: Questions Revised - Perform:** Develop questions spontaneously and independently while conducting personal research and exploration.
- **G.K12.2.3.2d: Questions Revised - Accomplish:** Refine questions as a general practice or characteristic of intellectual pursuit.
- **G.K12.4.1.1a: Problem Investigation - Know:** Recognize multiple problems within a complex issue; poses research questions.
- **G.K12.4.1.1b: Problem Investigation - Understand:** Categorize and prioritize identified problems within a complex issue; generate hypotheses.
- **G.K12.4.1.1c: Problem Investigation - Perform:** Use established criteria to focus the problem statement and generate solutions.
- **G.K12.4.1.1d: Problem Investigation - Accomplish:** Propose new avenues for research of existing and future related problems.
- **G.K12.4.1.2a: Multiple Perspectives - Know:** Acknowledge diverse viewpoints of a problem.
- **G.K12.4.1.2b: Multiple Perspectives - Understand:** Compare and contrast multiple perspectives of a problem.
- **G.K12.4.1.2c: Multiple Perspectives - Perform:** Integrate multiple points of view into a problem statement.
- **G.K12.4.1.2d: Multiple Perspectives - Accomplish:** Restructure the problem statement to reflect new perspectives.
- **G.K12.4.1.3a: Supportive Constructs - Know:** Generate an effective argument on each side of a problem.

- **G.K12.4.1.3b: Supportive Constructs - Understand:** Develop multiple supporting statements from different perspectives.
- **G.K12.4.1.3c: Supportive Constructs - Perform:** Communicate supportive evidence convincingly in multiple formats.
- **G.K12.4.1.3d: Supportive Constructs - Accomplish:** Defend, challenge, and articulate points of view using available resources; develop effective rebuttals.
- **G.K12.4.1.4a: Solution Finding - Know:** Propose multiple solutions to a problem within varied categories (i.e., social, technological, educational, environmental, political).
- **G.K12.4.1.4b: Solution Finding - Understand:** Establish and apply criteria for evaluation of solutions.
- **G.K12.4.1.4c: Solution Finding - Perform:** Create original solutions and products based on evaluated criteria; analyze possible consequences and impacts; test conclusions to improve ideas.
- **G.K12.4.1.4d: Solution Finding - Accomplish:** Extend solutions to aid in solving future problems; seek alternative innovative outcomes or solutions.
- **G.K12.4.1.5a: Creative Thinking - Know:** Generate numerous and varied ideas to solve a real- world problem (fluency and flexibility).
- **G.K12.4.1.5b: Creative Thinking - Understand:** Synthesize unique alternatives to solve a problem (originality).
- **G.K12.4.1.5c: Creative Thinking - Perform:** Elaborate ideas through collaborative processes with colleagues.
- **G.K12.4.1.5d: Creative Thinking - Accomplish:** Evaluate and modify ideas and products to improve usefulness.
- **G.K12.4.2.1a: Data Analysis - Know:** Locate information and data sources relative to a complex, real-world problem.
- **G.K12.4.2.1b: Data Analysis - Understand:** Make decisions about the usefulness of data to filter out extraneous information.
- **G.K12.4.2.1c: Data Analysis - Perform:** Use a variety of tools and techniques to organize data to draw conclusive statements.
- **G.K12.4.2.1d: Data Analysis - Accomplish:** Perform data analysis using tools of practicing professionals for a specific intent.
- **G.K12.4.2.2a: Forecasting Solutions - Know:** Identify patterns within related facts and information.
- **G.K12.4.2.2b: Forecasting Solutions - Understand:** Organize facts and information using various methods to predict potential outcomes.
- **G.K12.4.2.2c: Forecasting Solutions - Perform:** Use forecasting tools to evaluate possible solutions.
- **G.K12.4.2.2d: Forecasting Solutions - Accomplish:** Anticipate and plan for possible, probable, and preferable future outcomes.
- **G.K12.4.2.3a: Critical Thinking - Know:** Distinguish between fact and opinion in a variety of sources.

- **G.K12.4.2.3b: Critical Thinking - Understand:** Recognize bias and value statements in a variety of media.
- **G.K12.4.2.3d: Critical Thinking - Accomplish:** Analyze, interpret, and synthesize details and facts to examine relationships, infer meanings, and predict outcomes.
- **G.K12.4.2.4a: Ethics - Know:** Recognize the role of values in the development of attitudes about a complex problem.
- **G.K12.4.2.4b: Ethics - Understand:** Use knowledge of recognized ethical standards of various stakeholders to formulate problem statements and solutions.
- **G.K12.4.2.4c: Ethics - Perfom:** Use the value system most common to a field of study to evaluate solutions and products.
- **G.K12.4.2.4d: Ethics - Accomplish:** Promote humane and respectful solutions to complex problems.
- **G.K12.4.3.1a: Evaluation - Know:** Recognize existing knowledge and attitudes about a complex problem.
- **G.K12.4.3.1b: Evaluation - Understand:** Analyze the impacts of existing knowledge and attitudes; identify personal assumptions and blind spots in approaching the problem.
- **G.K12.4.3.1c: Evaluation - Perform:** Identify knowledge gaps and inconsistencies to challenge existing attitudes and beliefs.
- **G.K12.4.3.1d: Evaluation - Accomplish:** Use multiple sources to affect change in generally accepted knowledge and attitudes.
- **G.K12.4.3.2a: Creative Methodology - Know:** Recognize contributions of inventors and innovators in multiple fields of accomplishment.
- **G.K12.4.3.2b: Creative Methodology - Understand:** Analyze and/or replicate methods used by creators and problem solvers in multiple fields.
- **G.K12.4.3.2c: Creative Methodology - Perform:** Create original products using various inventive strategies.
- **G.K12.4.3.2d: Creative Methodology - Accomplish:** Design original problem solving models for use in specific situations.
- **G.K12.4.3.2e: Creative Methodology - Know:** Identify a variety of problem solving methods.
- **G.K12.4.3.2f: Creative Methodology - Understand:** Differentiate the effectiveness of problem solving methods in a variety of settings.
- **G.K12.4.3.2g: Creative Methodology - Perform:** Apply appropriate methodologies for problem solving based on their usefulness.
- **G.K12.4.3.2h: Creative Methodology - Accomplish:** Reflect on adequacy of inventive processes and problem solving in various disciplines.
- **G.K12.4.3.3a: Communication - Know:** Identify stakeholders within a complex problem.
- **G.K12.4.3.3b: Communication - Understand:** Use multiple tools and techniques to target identified audiences; use precise language to explain positions.
- **G.K12.4.3.3c: Communication - Perform:** Use information about the stakeholders to develop convincing arguments to support solutions.

- **G.K12.4.3.3d: Communication - Accomplish:** Advocate convincingly to diverse audiences using sophisticated techniques (oral, written, technological) appropriate to the field and audience.
- **G.K12.7.1.1a: Audience Recognition - Know**: Identify an authentic audience based on set criteria related to a specific topic.
- **G.K12.7.1.1b: Audience Recognition - Understand**: Communicate recognition of audience members' strengths and needs.
- **G.K12.7.1.1c: Audience Recognition - Perform**: React and refine performance based on audiences' strengths and needs.
- **G.K12.7.1.1d: Audience Recognition - Accomplish**: Communicate intentional reaction to subtle and overt feedback from audience.
- **G.K12.7.1.2a: Communication - Know**: Prepare and execute practiced performance to communicate ideas.
- **G.K12.7.1.2b: Communication - Understand**: Integrate ideas with visual supports to emphasize key point(s) in a performance.
- **G.K12.7.1.2c: Communication - Perform**: Identify personal presentation style and adapt that style to different purposes, moods, tones.
- **G.K12.7.1.2d: Communication - Accomplish**: Demonstrate evidence of refining a performance to communicate personal style.
- **G.K12.7.1.3a: Advanced Presentation - Know**: Use advanced language and symbol systems to communicate ideas.
- **G.K12.7.1.3b: Advanced Presentation - Understand**: Evaluate the personal preferences of others related to language and symbol systems.
- **G.K12.7.1.3c: Advanced Presentation - Perform**: Evaluate self in the area of presentation, language, and symbol systems.
- **G.K12.7.1.3d: Advanced Presentation - Accomplish**: Based on evaluation, revise and adapt presentation, language, and symbol systems for specific and various audiences.
- **G.K12.7.1.4a: Problem Solving - Know**: Create product to solve a problem or communicate a perspective.
- **G.K12.7.1.4b: Problem Solving - Understand**: Use strategies or tools of persuasion to resolve an issue or communicate a perspective.
- **G.K12.7.1.4c: Problem Solving - Perform**: Create specific strategies targeted at opposing viewpoints/perspectives.
- **G.K12.7.1.4d: Problem Solving - Accomplish**: Address critics with prepared, defensible arguments that effectively defend solutions.
- **G.K12.7.2.1a: Inventive Thinking - Know**: Generate ways to improve an existing product using two related sources.
- **G.K12.7.2.1b: Inventive Thinking - Understand**: Create an original product for a specific audience using inductive and deductive reasoning.
- **G.K12.7.2.1c: Inventive Thinking - Perform**: Create a product with defined rationale using multiple sources from varied fields or disciplines.

- **G.K12.7.2.1d: Inventive Thinking - Accomplish**: Create and defend a product using multiple sources that can be used in and across fields/disciplines.
- **G.K12.7.2.2a: Metaphorical Promotion - Know**: Create a statement or product using two related ideas to strengthen the message.
- **G.K12.7.2.2b: Metaphorical Promotion - Understand**: Illustrate a new concept using two or more related ideas innovatively.
- **G.K12.7.2.2c: Metaphorical Promotion - Perform**: Create two seemingly unrelated or opposing ideas to reflect an in-depth understanding of an issue, concept, or principle.
- **G.K12.7.2.2d: Metaphorical Promotion - Accomplish**: Incorporate multiple sources from varied perspectives to create and test a novel theory.
- **G.K12.7.2.3a: Praxis - Know**: Generate multiple solutions to a given problem.
- **G.K12.7.2.3b: Praxis - Understand**: Generate a new, personal concept by synthesizing multiple solutions and multiple perspectives.
- **G.K12.7.2.3c: Praxis - Perform**: Create a new personal theory by synthesizing multiple solutions and perspectives that can be applied to a different field of study.
- **G.K12.7.2.3d: Praxis - Accomplish**: Critique or defend a personal theory based on evidence from multiple sources and multiple perspectives.
- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.
- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.

- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:

  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

Students who are gifted have learning needs that go beyond what is traditionally offered in the regular classroom. The nature of their abilities, demonstrated or latent, requires differentiated learning experiences and opportunities for them to maximize their potential. Teachers need to develop the depth and quality of their students' experiences while adjusting the pace to meet individual needs.

This gifted course has been designed for the teacher to select and teach only the appropriate standards corresponding to a student's individual instructional needs.

Major Concepts/Content. The purpose of this course is to provide appropriately individualized curricula for students who are gifted.

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

- develop critical thinking and inquiry skills
- independent learning
- examine the complexity of knowledge
- application of acquired knowledge
- develop problem solving skills
- high-level communication
- create/deliver quality products
- self-awareness

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following
link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

Version Requirements

Instructional Practices

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

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.

2. Making close reading and rereading of texts central to lessons.

3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.

4. Requiring students to support answers with evidence from the text.

5. Providing extensive text-based research and writing opportunities (claims and evidence).

Special Note

This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis.

Instructional activities used to meet course requirements and address individual student needs may occur in schools, communities, museums, institutions of higher education, or other appropriate scientific or cultural organizations. Instruction in these settings may require that students acquire specialized knowledge and skills, including the use of advanced technology, special tools, and equipment; terminology; and methodologies essential to the student's research.

It is necessary to implement a combination of research-based standards and strategies that have been proven successful in accelerating the educational development of gifted students. The instructional approaches should meet the needs of each student based on results of individual portfolios, assessments, and progress monitoring.

General Information

Course Number: 7965040

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Gifted >

Abbreviated Title: STUDIES STUS GIFTED

Number of Credits: Multiple credits

Course Length: Multiple (M) - Course length can vary

Course Type: Elective Course

Course Level: 3

Course Status: Draft - Course Pending Approval

Educator Certifications

- Gifted Endorsement

Qualifications

Certificate holder must be certified in the academic subject area being taught, in addition to the Gifted Endorsement requirement.

Physical Therapy (#7966010)

Version: 2015 - And Beyond (current)

The purpose of this course is to provide physical therapy services to exceptional students in order to achieve functional outcomes identified in the student's individual education plan (IEP) or educational plan (EP) to benefit from specially designed instruction.

This course is designed for students with disabilities whose IEP or EP indicates the need for physical therapy, as a related service and is specified in a plan of treatment or care developed by a licensed physical therapist to assist the student in meeting educational goals, pursuant to the provision of Part III, Chapter 468, Florida Statutes.

The outcomes that the student should achieve must be specified on an individual basis and relate to achievement of annual goals on the student's IEP or EP.

Instructional activities should be age appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, community, and employment settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **SP.PK12.TP.7.1:** Demonstrate the ability to achieve functional outcomes as specified in the student's plan of treatment or care.

Course Information

General Information

Course Number: 7966010

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Therapy >

Abbreviated Title: PHY THERAPY

Course Length: Not Applicable

Course Attributes:

- Class Size Core Required

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Qualifications

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

- **Licensed Physical Therapist**

- **Licensed Physical Therapy Assistant**

Occupational Therapy (#7966020)

Version: 2025 - And Beyond (current)

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **SP.PK12.TP.7.1:** Demonstrate the ability to achieve functional outcomes as specified in the student's plan of treatment or care.

Course Information

General Notes

The purpose of this course is to provide occupational therapy services to exceptional students in order to achieve functional outcomes identified in the student's individual educational plan (IEP) or educational plan (EP) to benefit from specially designed instruction.

This course is designed for students with disabilities whose IEP or EP indicates the need for occupational therapy as a related services and is specified in a plan of treatment or care developed by a licensed occupational therapist to assist the student in meeting educational goals, pursuant to the provision of Part III, Chapter 468, Florida Statutes.

The outcomes that the student should achieve must be specified on an individual basis and related to achievement of annual goals on the student's IEP or EP.

Instructional activities should be age appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, community and employment settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

General Information

Course Number: 7966020

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Therapy >

Abbreviated Title: OCCU THERAPY

Course Length: Not Applicable

Course Attributes:

- Class Size Core Required

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Qualifications

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

- **Licensed Occupational Therapist**
- **Licensed Occupational Therapy Assistant**

Speech Therapy (#7966030)

Version: 2015 - And Beyond (current)

The purpose of this course is to provide students exhibiting disorders of speech sounds, fluency, and/or voice that interfere with communication, performance, or functioning in the educational environment with appropriate instruction in skills necessary to achieve annual goals based on assessed needs and the student's individual educational plan (IEP) or educational plan (EP).

This course is designed for students with disabilities whose IEP or EP indicates the need for speech therapy, either as an exceptional student education program or related service. The outcomes that the student should achieve must be specified on an individual basis and relate to achievement of annual goals on the student's IEP or EP.

Instructional activities should be age appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, community, and employment settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **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.
- **SP.PK12.TP.9.1:** Produce speech with the natural flow, rate, and rhythm necessary to be understood and communicate functionally across educational settings.
- **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.

Course Information

General Information

Course Number: 7966030

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Therapy >

Abbreviated Title: SPEECH THRPY

Course Length: Not Applicable

Course Attributes:

- Class Size Core Required

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Educator Certifications

- Speech Correction (Elementary and Secondary Grades K-12)

- Speech Language Impaired Associate (Elementary and Secondary Grades K-12)
- Speech Language Impaired (Elementary and Secondary Grades K-12)

Qualifications

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

- **Licensed Speech Language Pathologist**

- **Speech Language Pathologist Assistant***

*Speech Language Pathologist Assistants (SLPAs) require on-site supervision 100% of the time by a Speech Language Pathologist (SLP) licensed through the Florida Department of Health (DOH).

Language Therapy (#7966040)

Version: 2015 - And Beyond (current)

The purpose of this course is to provide students exhibiting disorders in one or more of the basic learning processes involved in understanding or in using spoken or written language with appropriate instruction in language skills necessary to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students with disabilities whose IEP indicates the need for language therapy, either as an exceptional student education program or related service.

The outcomes that the student should achieve must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Instructional activities should be age appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, community, and employment settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **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.
- **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.
- **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.
- **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.
- **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.6.1:** Demonstrate interactive, meaningful, and functional use of augmentative or assistive technology, as needed, to initiate and maintain communication across educational settings.

Course Information

General Information

Course Number: 7966040

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Therapy >

Abbreviated Title: LANG THERAPY

Course Length: Not Applicable

Course Attributes:

- Class Size Core Required

Course Status: Course Approved
Grade Level(s): 9,10,11,12

Educator Certifications

- Speech Correction (Elementary and Secondary Grades K-12)
- Speech Language Impaired Associate (Elementary and Secondary Grades K-12)
- Speech Language Impaired (Elementary and Secondary Grades K-12)

Qualifications

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

- **Licensed Speech Language Pathologist**

- **Speech Language Pathologist Assistant***

*Speech Language Pathologist Assistants (SLPAs) require on-site supervision 100% of the time by a Speech Language Pathologist (SLP) licensed through the Florida Department of Health (DOH).

Access Visual and Performing Arts (#7967010)

Version: 2025 - And Beyond (current)

Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **VA.912.C.1.1:** Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.

  Related Access Points
  - **VA.912.C.1.In.a:** Express a range of interests and contextual connections in the art-making process.
  - **VA.912.C.1.Su.a:** Integrate ideas during the art-making process to convey meaning in personal works of art.
  - **VA.912.C.1.Pa.a:** Use the art-making process to communicate personal interests and self-expression.

- **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.

  Related Access Points
  - **VA.912.C.1.In.b:** Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work.
  - **VA.912.C.1.Su.b:** Examine exemplary artworks to identify qualities that make the work unique or appealing.
  - **VA.912.C.1.Pa.b:** Examine exemplary artworks to recognize qualities that make the work unique or appealing.

- **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.H.1.1:** Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.

  Related Access Points
  - **VA.912.H.1.In.a:** Compare historical and cultural influences that have inspired artists to produce works of art.
  - **VA.912.H.1.Su.a:** Recognize ideas important to people, groups, cultures, or time periods that are reflected in their artworks.

- **VA.912.H.1.Pa.a:** Recognize similar themes in visual art from a variety of cultures and times.

- **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.

  Related Access Points
  - **VA.912.H.1.In.c:** Compare art forms of various cultures and times.
  - **VA.912.H.1.Su.c:** Recognize similarities and differences between art forms across cultures and times.
  - **VA.912.H.1.Pa.a:** Recognize similar themes in visual art from a variety of cultures and times.

- **VA.912.H.2.1:** Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.

  Related Access Points
  - **VA.912.H.2.In.a:** Describe how technology has led to the development of new art styles over time.
  - **VA.912.H.2.Su.a:** Recognize how technology influences the creation of visual art.
  - **VA.912.H.2.Pa.a:** Recognize structural elements of art and organizational principles of design to create and respond to artworks.

- **VA.912.H.2.2:** Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.

  Related Access Points
  - **VA.912.H.2.In.b:** Explain the impact artwork and utilitarian objects have on the human experience.
  - **VA.912.H.2.Su.b:** Identify influences of visual art and utilitarian objects on the human experience.
  - **VA.912.H.2.Pa.b:** Recognize an influence of visual art or utilitarian objects on the human experience.

- **VA.912.O.1.3:** Research and use the techniques and processes of various artists to create personal works.

  Related Access Points
  - **VA.912.O.1.In.a:** Create artworks that demonstrate skilled use of media to convey personal vision.
  - **VA.912.O.1.Su.a:** Select and use structural elements of art and organizational principles of design to create artworks.
  - **VA.912.O.1.Pa.a:** Use teacher-selected structural elements of art and principles of design to create artworks.

- **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.

  Related Access Points
  - **VA.912.O.1.In.c:** Explore the use of space, scale, and environmental features to create three-dimensional form or the illusion of depth and form.
  - **VA.912.O.1.Su.c:** Re-create three-dimensional form or the illusion of depth and form from a model.

- **VA.912.O.1.Pa.c:** Explore and use a variety of visual art media to create three-dimensional form.

- **VA.912.O.2.1:** Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.

  Related Access Points
  - **VA.912.O.2.In.a:** Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
  - **VA.912.O.2.Su.a:** Apply basic structural elements of art and organizational principles of design to create artworks with a new meaning.
  - **VA.912.O.2.Pa.a:** Use basic structural elements of art to create and respond to artworks.

- **VA.912.O.2.4:** Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.

  Related Access Points
  - **VA.912.O.2.In.a:** Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
  - **VA.912.O.2.Su.a:** Apply basic structural elements of art and organizational principles of design to create artworks with a new meaning.
  - **VA.912.O.2.Pa.a:** Use basic structural elements of art to create and respond to artworks.

- **VA.912.O.3.1:** Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.

  Related Access Points
  - **VA.912.O.3.In.a:** Use vocabulary, symbols, and symbolism unique to visual art to communicate and document a variety of ideas in artworks.
  - **VA.912.O.3.Su.b:** Use selected vocabulary, symbols, and symbolism unique to visual art to communicate and document a variety of ideas in artworks.
  - **VA.912.O.3.Pa.c:** Use selected vocabulary, symbols, or symbolism unique to visual art to communicate and document ideas in artworks.

- **VA.912.S.1.1:** Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.

  Related Access Points
  - **VA.912.S.1.In.a:** Manipulate content, media, techniques, and processes to achieve communication with artistic intent.
  - **VA.912.S.1.Su.a:** Manipulate tools and media to enhance communication in personal artworks.
  - **VA.912.S.1.Pa.a:** Experiment with art tools and media to express ideas.

- **VA.912.S.1.2:** Investigate the use of technology and other resources to inspire art-making decisions.

  Related Access Points
  - **VA.912.S.1.In.b:** Use media, technology, and other resources to derive ideas for personal art-making decisions.
  - **VA.912.S.1.Su.b:** Use media, technology, and other resources to inspire personal art-making decisions.
  - **VA.912.S.1.Pa.b:** Use diverse resources to inspire artistic expression and achieve varied results.

- **VA.912.S.1.3:** Interpret and reflect on cultural and historical events to create art.

  Related Access Points
  - **VA.912.S.1.In.c:** Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.
  - **VA.912.S.1.Su.c:** Create artworks to depict personal, cultural, and/or historical themes.
  - **VA.912.S.1.Pa.c:** Use art exemplars for specified time periods and cultures to inspire personal artworks.

- **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.

  Related Access Points
  - **TH.912.C.1.In.b:** Create a character for a performance-based rehearsal, feedback, and refinement.
  - **TH.912.C.1.Su.b:** Re-create a character based rehearsal, feedback, and refinement.
  - **TH.912.C.1.Pa.b:** Change a characteristic in a character for a performance based on feedback.

- **TH.912.C.1.5:** Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.

  Related Access Points
  - **TH.912.C.1.In.d:** Select the physical/visual elements necessary to create a specific historical and/or geographical play.
  - **TH.912.C.1.Su.d:** Describe the selection of specific criteria in the creation of a character that will fulfill audience response.
  - **TH.912.C.1.Pa.d:** Identify a physical/visual element necessary to create a specific historical and/or geographical play.

- **TH.912.C.1.6:** Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.

  Related Access Points
  - **TH.912.C.1.In.e:** Explain specific criteria chosen in the creation of a character that will fulfill anticipated audience response.
  - **TH.912.C.1.Su.e:** Use a selected criterion to respond to a variety of theatrical performances.
  - **TH.912.C.1.Pa.e:** Identify selection of characteristics in the creation of a character for a specific audience.

- **TH.912.C.2.7:** Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

  Related Access Points
  - **TH.912.C.2.In.f:** Implement feedback and suggestions from others in future performances.
  - **TH.912.C.2.Su.f:** Use feedback from others to refine future performances.
  - **TH.912.C.2.Pa.f:** Follow feedback from others on future performances.

- **TH.912.F.1.2:** Solve short conflict-driven scenarios through improvisation.

  Related Access Points

- **TH.912.F.1.In.b:** Create, interpret, and respond to theatre that uses improvised storytelling.
- **TH.912.F.1.Su.b:** Create, interpret, or respond to theatre that uses improvised storytelling.
- **TH.912.F.1.Pa.b:** Create, interpret, or respond to props, costumes, or dialogue that support a story.

- **TH.912.F.1.3:** Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.

  Related Access Points
  - **TH.912.F.1.In.b:** Create, interpret, and respond to theatre that uses improvised storytelling.
  - **TH.912.F.1.Su.b:** Create, interpret, or respond to theatre that uses improvised storytelling.
  - **TH.912.F.1.Pa.b:** Create, interpret, or respond to props, costumes, or dialogue that support a story.

- **TH.912.H.1.1:** Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.

  Related Access Points
  - **TH.912.H.1.In.a:** Compare theatre works from a variety of playwrights from diverse culture and historical periods.
  - **TH.912.H.1.Su.a:** Identify similarities and differences in theatrical work produced by people of different cultures and historical periods.
  - **TH.912.H.1.Pa.a:** Recognize a variety of theatrical works.

- **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.

  Related Access Points
  - **TH.912.H.1.In.a:** Compare theatre works from a variety of playwrights from diverse culture and historical periods.
  - **TH.912.H.1.Su.a:** Identify similarities and differences in theatrical work produced by people of different cultures and historical periods.
  - **TH.912.H.1.Pa.a:** Recognize a variety of theatrical works.

- **TH.912.O.3.4:** Create a performance piece to document a significant issue or event.

  Related Access Points
  - **TH.912.O.1.In.c:** Apply selected principles of dramatic structure to support a dramatic scene.
  - **TH.912.O.1.Su.c:** Apply a principle of dramatic structure to support a dramatic scene.
  - **TH.912.O.1.Pa.c:** Contribute a principle of dramatic structure to support a scene.

- **TH.912.O.3.5:** Design technical elements to document the progression of a character, plot, or theme.

  Related Access Points
  - **TH.912.O.3.In.b:** Describe how the staging or technical design for a scene supports the artistic intent.
  - **TH.912.O.3.Su.b:** Identify how the staging or technical design for a scene supports the artistic intent.

- **TH.912.O.3.Pa.b:** Recognize how a selected staging or technical design characteristic for a scene supports the artistic intent.

- **TH.912.S.1.1:** Describe the interactive effect of audience members and actors on performances.

  Related Access Points
  - **TH.912.S.1.In.a:** Describe the proper audience etiquette at live and recorded performances.
  - **TH.912.S.1.Su.a:** Demonstrate proper audience etiquette at live and recorded performances.
  - **TH.912.S.1.Pa.a:** Recognize a characteristic of proper audience etiquette at live and recorded performances.

- **TH.912.S.1.5:** Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.

  Related Access Points
  - **TH.912.S.1.In.d:** Create, re-create, and refine a variety of theatrical performances.
  - **TH.912.S.1.Su.d:** Re-create and refine selected theatrical performances.
  - **TH.912.S.1.Pa.d:** Contribute to the creation, or re-creation, and refinement of a variety of theatrical performances.

- **TH.912.S.2.4:** Sustain a character or follow technical cues in a production piece to show focus.

  Related Access Points
  - **TH.912.S.2.In.c:** Refine memorized scenes to establish successful interpretation, expression, and believability.
  - **TH.912.S.2.Su.c:** Refine memorized scenes to establish successful interpretation, expression, and believability.
  - **TH.912.S.2.Pa.c:** Contribute selected lines or actions to scenes to establish successful interpretation, expression, and believability.

- **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.

  Related Access Points
  - **TH.912.S.2.In.c:** Refine memorized scenes to establish successful interpretation, expression, and believability.
  - **TH.912.S.2.Su.c:** Refine memorized scenes to establish successful interpretation, expression, and believability.
  - **TH.912.S.2.Pa.c:** Contribute selected lines or actions to scenes to establish successful interpretation, expression, and believability.

- **DA.912.C.1.2:** Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.

  Related Access Points
  - **DA.912.C.1.In.1:** Process, sequence, and demonstrate new steps accurately with energy, expression, and clarity.
  - **DA.912.C.1.Su.1:** Re-create movement sequences with energy, expression, and clarity.

- **DA.912.C.1.Pa.1:** Re-create movement in short sequences with energy, expression, and clarity.

- **DA.912.C.1.4:** Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one's own retention of patterns, complex steps, and sequences for rehearsal and performance.

  Related Access Points

  - **DA.912.C.1.In.1:** Process, sequence, and demonstrate new steps accurately with energy, expression, and clarity.
  - **DA.912.C.1.Su.1:** Re-create movement sequences with energy, expression, and clarity.
  - **DA.912.C.1.Pa.1:** Re-create movement in short sequences with energy, expression, and clarity.

- **DA.912.F.1.1:** Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination.

  Related Access Points

  - **DA.912.F.1.In.0:** Demonstrate the use of a variety of technology tools to produce, store, or view dance performances as a citizen, consumer, or worker.
  - **DA.912.F.1.Su.0:** Individually or collaboratively demonstrate the use of selected technology tools to produce, store, or experience dance performances as a citizen, consumer, or worker.
  - **DA.912.F.1.Pa.0:** Use selected technology tools to access dance as a citizen, consumer, or worker.

- **DA.912.F.1.2:** Imagine, then describe and/or demonstrate, ways to incorporate new, emerging, or familiar technology in the creation of an innovative dance project or product.

  Related Access Points

  - **DA.912.F.1.In.0:** Demonstrate the use of a variety of technology tools to produce, store, or view dance performances as a citizen, consumer, or worker.
  - **DA.912.F.1.Su.0:** Individually or collaboratively demonstrate the use of selected technology tools to produce, store, or experience dance performances as a citizen, consumer, or worker.
  - **DA.912.F.1.Pa.0:** Use selected technology tools to access dance as a citizen, consumer, or worker.

- **DA.912.H.1.2:** Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.

  Related Access Points

  - **DA.912.H.1.In.0:** Compare influences of dance on cultures over time.
  - **DA.912.H.1.Su.0:** Recognize the influence of dance on culture.
  - **DA.912.H.1.Pa.0:** Recognize a variety of culturally significant dances.

- **DA.912.H.1.4:** Observe, practice, and/or discuss a broad range of historical, cultural, or social dances to broaden a personal perspective of the world.

  Related Access Points

  - **DA.912.H.1.In.0:** Compare influences of dance on cultures over time.
  - **DA.912.H.1.Su.0:** Recognize the influence of dance on culture.
  - **DA.912.H.1.Pa.0:** Recognize a variety of culturally significant dances.

- **DA.912.O.1.1:** Compare dances of different styles, genres, and forms to show understanding of how the different structures and movements give the dance identity.

  Related Access Points
  - **DA.912.O.1.In.0:** Compare characteristics of two dance forms.
  - **DA.912.O.1.Su.0:** Identify characteristics of a variety of dance forms.
  - **DA.912.O.1.Pa.0:** Recognize a characteristic of a variety of dance forms.

- **DA.912.O.1.3:** Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.

  Related Access Points
  - **DA.912.O.1.In.2:** Dissect a dance step or combination to reveal the underlying steps and positions.
  - **DA.912.O.1.Su.2:** Investigate the positions, initiations, and movements within a given step.
  - **DA.912.O.1.Pa.2:** Recognize specified elements of dance in planned dance pieces to show awareness of structure.

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

  Related Access Points
  - **MU.912.C.1.In.a:** Develop effective sensory strategies and describe how they support appreciation of unfamiliar musical works.
  - **MU.912.C.1.Su.a:** Use appropriate sensory strategies to support appreciation of unfamiliar musical works.
  - **MU.912.C.1.Pa.a:** Use sensory strategies to support appreciation of unfamiliar musical works.

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

  Related Access Points
  - **MU.912.C.1.In.c:** Identify, aurally, selected instruments of the world.
  - **MU.912.C.1.Su.c:** Recognize selected instruments of the world.
  - **MU.912.C.1.Pa.c:** Recognize a variety of instruments.

- **MU.912.F.1.2:** Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.

  Related Access Points
  - **MU.912.F.1.In.a:** Demonstrate the use of a variety of technology tools to produce, store, or listen to music as a citizen, consumer, or worker.
  - **MU.912.F.1.Su.a:** Demonstrate the use of selected technology tools to produce, store, or listen to music as a citizen, consumer, or worker.
  - **MU.912.F.1.Pa.a:** Collaboratively demonstrate the use of selected technology tools to produce, store, or listen to music as a citizen, consumer, or worker.

- **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.

  Related Access Points
  - **MU.912.F.3.In.c:** Prioritize, monitor, and complete tasks related to individual and collaborative music projects.

- **MU.912.F.3.Su.c:** Organize and complete music projects having three or more components.
- **MU.912.F.3.Pa.c:** Contribute to the organization and execution of music projects.

- **MU.912.H.1.3:** Compare two or more works of a composer across performance media.

  Related Access Points
  - **MU.912.H.1.In.b:** Compare stylistic and musical features in works originating from different cultures.
  - **MU.912.H.1.Su.b:** Identify similarities and differences between styles and features of music produced by different cultures.
  - **MU.912.H.1.Pa.b:** Recognize similarities or differences between styles or features of music produced by different cultures.

- **MU.912.H.2.1:** Evaluate the social impact of music on specific historical periods.

  Related Access Points
  - **MU.912.H.2.In.a:** Examine the social impact of music on historical periods or cultural evolution.
  - **MU.912.H.2.Su.a:** Recognize the social impact of selected music on historical periods or cultural events.
  - **MU.912.H.2.Pa.a:** Match selected music with significant historical periods or cultural events

- **MU.912.S.1.1:** Improvise rhythmic and melodic phrases over harmonic progressions.

  Related Access Points
  - **MU.912.S.1.In.a:** Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.
  - **MU.912.S.1.Su.a:** Improvise rhythmic or melodic phrases to accompany familiar songs and/or standard harmonic progressions.
  - **MU.912.S.1.Pa.a:** Participate in an improvisation with vocal or instrumental patterns using familiar songs.

- **MU.912.S.1.4:** Perform and notate, independently and accurately, melodies by ear.

  Related Access Points
  - **MU.912.S.1.In.a:** Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.
  - **MU.912.S.1.Su.a:** Improvise rhythmic or melodic phrases to accompany familiar songs and/or standard harmonic progressions.
  - **MU.912.S.1.Pa.a:** Participate in an improvisation with vocal or instrumental patterns using familiar songs.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:

  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.

- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:

  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum

developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7967010

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS VIS/PERF ARTS

Number of Credits: Course may be taken for up to two credits

Course Length: Multiple (M) - Course length can vary

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12,30,31

Graduation Requirement: Performing/Fine Arts

Educator Certifications

- Music (Elementary and Secondary Grades K-12)
- Drama (Grades 6-12)
- Art (Elementary and Secondary Grades K-12)
- English (Grades 6-12)
- Middle Grades English (Middle Grades 5-9)
- Speech (Grades 6-12)
- Instrumental Music (Elementary and Secondary Grades K-12)
- Dance (Elementary and Secondary Grades K-12)
- Part-Time, Non-Degreed Performing and Fine Arts (Career & Technical)
- Part-Time, Non-Degreed Performing and Fine Arts (District-issued Employment Certificate)

Access Drawing 1 (#7967015)

Version: 2025 - And Beyond (current)

Drawing 1 - 0104340

Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **VA.912.C.1.4:** Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.

  Related Access Points
  - **VA.912.C.1.In.c:** Use visual evidence and prior knowledge to analyze multiple interpretations of works of art.
  - **VA.912.C.1.Su.c:** Describe observations and apply prior knowledge to interpret visual information and analyze works of art.
  - **VA.912.C.1.Pa.c:** Use visual information or tactile sensations, prior knowledge, and experience to interpret works of art.

- **VA.912.C.2.1:** Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.

  Related Access Points
  - **VA.912.C.2.In.a:** Assess personal artwork during production to refine work and achieve an artistic objective.
  - **VA.912.C.2.Su.a:** Analyze and revise artworks to meet established criteria.
  - **VA.912.C.2.Pa.a:** Use defined criteria to analyze and revise artworks.

- **VA.912.C.3.5:** Make connections between timelines in other content areas and timelines in the visual arts.

  Related Access Points
  - **VA.912.C.3.In.c:** Use a defined rubric to examine issues in non-visual arts contexts.
  - **VA.912.C.3.Su.c:** Use a defined criterion to examine issues in non-visual arts contexts.
  - **VA.912.C.3.Pa.c:** Use teacher-selected criterion to examine issues in non-visual arts contexts.

- **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.

  Related Access Points

- **VA.912.F.2.In.a:** Analyze employment and leisure opportunities in or relating to visual art and pair with the necessary skills and training.
- **VA.912.F.2.Su.a:** Connect employment and leisure opportunities in or relating to visual art with the necessary skills, training, or prerequisites.
- **VA.912.F.2.Pa.a:** Distinguish among jobs that are art-related vs. non-art-related.

- **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.

  Related Access Points
  - **VA.912.F.3.In.b:** Demonstrate the use of a variety of technology to produce, store, consume, or view art.
  - **VA.912.F.3.Su.b:** Individually or collaboratively demonstrate the use of selected technology to produce, store, or view art.
  - **VA.912.F.3.Pa.b:** Use selected technology to access visual art.

- **VA.912.H.1.9:** Describe the significance of major artists, architects, or masterworks to understand their historical influences.

  Related Access Points
  - **VA.912.H.1.In.e:** Compare influences of major artists, architects, or masterworks on their culture.
  - **VA.912.H.1.Su.e:** Recognize how a major artist, architect, or masterwork influenced culture.
  - **VA.912.H.1.Pa.d:** Associate selected artists, architects, or masterworks with examples of their work.

- **VA.912.O.3.1:** Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.

  Related Access Points
  - **VA.912.O.3.In.a:** Use vocabulary, symbols, and symbolism unique to visual art to communicate and document a variety of ideas in artworks.
  - **VA.912.O.3.Su.b:** Use selected vocabulary, symbols, and symbolism unique to visual art to communicate and document a variety of ideas in artworks.
  - **VA.912.O.3.Pa.c:** Use selected vocabulary, symbols, or symbolism unique to visual art to communicate and document ideas in artworks.

- **VA.912.S.1.3:** Interpret and reflect on cultural and historical events to create art.

  Related Access Points
  - **VA.912.S.1.In.c:** Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.
  - **VA.912.S.1.Su.c:** Create artworks to depict personal, cultural, and/or historical themes.
  - **VA.912.S.1.Pa.c:** Use art exemplars for specified time periods and cultures to inspire personal artworks.

- **VA.912.S.1.4:** Demonstrate effective and accurate use of art vocabulary throughout the art-making process.

  Related Access Points
  - **VA.912.S.1.In.d:** Use accurate art vocabulary to explain the art-making process.
  - **VA.912.S.1.Su.d:** Use accurate art vocabulary to communicate about works of art and art processes.

- **VA.912.S.1.Pa.d:** Choose accurate art vocabulary to describe works of art and art processes.

- **VA.912.S.2.2:** Focus on visual information and processes to complete the artistic concept.

  Related Access Points
  - **VA.912.S.2.In.b:** Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
  - **VA.912.S.2.Su.b:** Re-create sequentially ordered procedures to incorporate in a new work of visual art.
  - **VA.912.S.2.Pa.b:** Re-create visual art processes in a given medium.

- **VA.912.S.2.5:** Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.

  Related Access Points
  - **VA.912.S.2.In.a:** Organize the structural elements of art to achieve artistic goals when producing personal works of art.
  - **VA.912.S.2.Su.a:** Create or re-create organizational structures to incorporate in a new work of visual art.
  - **VA.912.S.2.Pa.a:** Re-create the organization of selected structural elements of art.

- **VA.912.S.2.6:** Incorporate skills, concepts, and media to create images from ideation to resolution.

  Related Access Points
  - **VA.912.S.2.In.a:** Organize the structural elements of art to achieve artistic goals when producing personal works of art.
  - **VA.912.S.2.Su.a:** Create or re-create organizational structures to incorporate in a new work of visual art.
  - **VA.912.S.2.Pa.a:** Re-create the organization of selected structural elements of art.

- **VA.912.S.3.3:** Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.

  Related Access Points
  - **VA.912.S.3.In.b:** Demonstrate understanding of safety and maintenance protocols for media, tools, processes, and techniques.
  - **VA.912.S.3.Su.b:** Follow procedures for using tools, media, techniques, and processes safely and responsibly.
  - **VA.912.S.3.Pa.b:** Follow directions for safety procedures and tool maintenance in the art room.

- **VA.912.S.3.4:** Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.

  Related Access Points
  - **VA.912.S.3.In.c:** Demonstrate respect for copyright laws and ownership of intellectual property when creating and producing works of art.
  - **VA.912.S.3.Su.c:** Discuss issues related to plagiarism and appropriation of other intellectual property.
  - **VA.912.S.3.Pa.c:** Recognize property ownership of self and others when creating works of art.

- **VA.912.S.3.7:** Use and maintain tools and equipment to facilitate the creative process.

Related Access Points

- **VA.912.S.3.In.b:** Demonstrate understanding of safety and maintenance protocols for media, tools, processes, and techniques.
- **VA.912.S.3.Su.b:** Follow procedures for using tools, media, techniques, and processes safely and responsibly.
- **VA.912.S.3.Pa.b:** Follow directions for safety procedures and tool maintenance in the art room.

- **VA.912.S.3.8:** Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.

  Related Access Points

  - **VA.912.S.3.In.a:** Use two-dimensional, three-dimensional, and/or four-dimensional materials, tools, techniques, and processes to achieve expected results.
  - **VA.912.S.3.Su.a:** Use two- and three-dimensional materials, tools, techniques, and processes to achieve an intended result.
  - **VA.912.S.3.Pa.a:** Use two- and three-dimensional materials, tools, and processes to create works of art.

- **VA.912.S.3.10:** Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.

  Related Access Points

  - **VA.912.S.3.In.a:** Use two-dimensional, three-dimensional, and/or four-dimensional materials, tools, techniques, and processes to achieve expected results.
  - **VA.912.S.3.Su.a:** Use two- and three-dimensional materials, tools, techniques, and processes to achieve an intended result.
  - **VA.912.S.3.Pa.a:** Use two- and three-dimensional materials, tools, and processes to create works of art.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.

- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:

  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"

- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7967015

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >

Abbreviated Title: Access Drawing 1

Number of Credits: Course may be taken for up to two credits

Course Length: Multiple (M) - Course length can vary

Course Attributes:

- Class Size Core Required

Course Type: Elective Course
Course Status: Draft - Course Pending Approval
Grade Level(s): 9,10,11,12,30,31
Graduation Requirement: Performing/Fine Arts

Educator Certifications

- Art (Elementary and Secondary Grades K-12)
- Part-Time, Non-Degreed Performing and Fine Arts (Career & Technical)
- Part-Time, Non-Degreed Performing and Fine Arts (District-issued Employment Certificate)

Access Theatre 1 (#7967020)

Version: 2025 - And Beyond (current)

Theatre 1 - 0400310

Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **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.

  Related Access Points
  - **TH.912.C.1.In.b:** Create a character for a performance-based rehearsal, feedback, and refinement.
  - **TH.912.C.1.Su.b:** Re-create a character based rehearsal, feedback, and refinement.
  - **TH.912.C.1.Pa.b:** Change a characteristic in a character for a performance based on feedback.

- **TH.912.C.1.3:** Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.

  Related Access Points
  - **TH.912.C.1.In.b:** Create a character for a performance-based rehearsal, feedback, and refinement.
  - **TH.912.C.1.Su.b:** Re-create a character based rehearsal, feedback, and refinement.
  - **TH.912.C.1.Pa.b:** Change a characteristic in a character for a performance based on feedback.

- **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.

  Related Access Points
  - **TH.912.C.2.In.a:** Describe possible solutions to production or acting challenges.
  - **TH.912.C.2.Su.a:** Identify possible solutions to production or acting challenges.
  - **TH.912.C.2.Pa.a:** Contribute to the selection of possible solutions to production.

- **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.

Related Access Points

- **TH.912.C.2.In.d:** Explain the effect of rehearsals on refining skills in a journal.
- **TH.912.C.2.Su.d:** Describe the effect of rehearsals on refining skills in a journal.
- **TH.912.C.2.Pa.d:** Identify an effect of rehearsals on refining skills.

- **TH.912.C.2.7:** Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.

  Related Access Points

  - **TH.912.C.2.In.f:** Implement feedback and suggestions from others in future performances.
  - **TH.912.C.2.Su.f:** Use feedback from others to refine future performances.
  - **TH.912.C.2.Pa.f:** Follow feedback from others on future performances.

- **TH.912.C.2.8:** Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.

  Related Access Points

  - **TH.912.C.2.In.f:** Implement feedback and suggestions from others in future performances.
  - **TH.912.C.2.Su.f:** Use feedback from others to refine future performances.
  - **TH.912.C.2.Pa.f:** Follow feedback from others on future performances.

- **TH.912.C.3.1:** Explore commonalities between works of theatre and other performance media.

  Related Access Points

  - **TH.912.C.3.In.a:** Describe similarities between works of theatre and other performance media.
  - **TH.912.C.3.Su.a:** Identify similarities between works of theatre and other performance media.
  - **TH.912.C.3.Pa.a:** Recognize similarities between works of theatre and other performance media.

- **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.

  Related Access Points

  - **TH.912.C.3.In.b:** Use a defined rubric to evaluate a variety of theatrical performances.
  - **TH.912.C.3.Su.b:** Use a selected criterion to evaluate a variety of theatrical performances.
  - **TH.912.C.3.Pa.b:** Use a selected criterion to respond to a variety of theatrical performances.

- **TH.912.F.1.1:** Synthesize research, analysis, and imagination to create believable characters and settings.

  Related Access Points

  - **TH.912.F.1.In.a:** Analyze character and setting from dramatic text to create real and non-real characters and settings.
  - **TH.912.F.1.Su.a:** Create real and non-real characters and settings.
  - **TH.912.F.1.Pa.a:** Contribute to the creation of real and non-real characters and settings.

- **TH.912.F.1.2:** Solve short conflict-driven scenarios through improvisation.

Related Access Points

- **TH.912.F.1.In.b:** Create, interpret, and respond to theatre that uses improvised storytelling.
- **TH.912.F.1.Su.b:** Create, interpret, or respond to theatre that uses improvised storytelling.
- **TH.912.F.1.Pa.b:** Create, interpret, or respond to props, costumes, or dialogue that support a story.

- **TH.912.F.2.2:** Assess the skills needed for theatre-related jobs in the community to support career selection.

  Related Access Points

  - **TH.912.F.2.In.b:** Analyze employment and leisure opportunities in or related to theatre and pair with the necessary skills and training.
  - **TH.912.F.2.Su.b:** Connect employment and leisure opportunities in or relating to theatre with the necessary skills, training, or prerequisites.
  - **TH.912.F.2.Pa.b:** Adapt to unexpected situations in public settings.

- **TH.912.F.3.3:** Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.

  Related Access Points

  - **TH.912.F.3.In.b:** Balance the cost of production for a hypothetical performance with the cost of a ticket for a hypothetical audience.
  - **TH.912.F.3.Su.b:** Transfer selected skills and knowledge from theatre to the general work place.
  - **TH.912.F.3.Pa.b:** Recognize that theatrical productions have a cost that has to be recovered by selling tickets to an audience.

- **TH.912.F.3.4:** Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.

  Related Access Points

  - **TH.912.F.3.In.b:** Balance the cost of production for a hypothetical performance with the cost of a ticket for a hypothetical audience.
  - **TH.912.F.3.Su.b:** Transfer selected skills and knowledge from theatre to the general work place.
  - **TH.912.F.3.Pa.b:** Recognize that theatrical productions have a cost that has to be recovered by selling tickets to an audience.

- **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.

  Related Access Points

  - **TH.912.F.3.In.b:** Balance the cost of production for a hypothetical performance with the cost of a ticket for a hypothetical audience.
  - **TH.912.F.3.Su.b:** Transfer selected skills and knowledge from theatre to the general work place.
  - **TH.912.F.3.Pa.b:** Recognize that theatrical productions have a cost that has to be recovered by selling tickets to an audience.

- **TH.912.H.1.1:** Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.

Related Access Points

- **TH.912.H.1.In.a:** Compare theatre works from a variety of playwrights from diverse culture and historical periods.
- **TH.912.H.1.Su.a:** Identify similarities and differences in theatrical work produced by people of different cultures and historical periods.
- **TH.912.H.1.Pa.a:** Recognize a variety of theatrical works.

- **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.

  Related Access Points

  - **TH.912.H.1.In.a:** Compare theatre works from a variety of playwrights from diverse culture and historical periods.
  - **TH.912.H.1.Su.a:** Identify similarities and differences in theatrical work produced by people of different cultures and historical periods.
  - **TH.912.H.1.Pa.a:** Recognize a variety of theatrical works.

- **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.

  Related Access Points

  - **TH.912.H.1.In.c:** Apply appropriate audience standards of behavior related to school and community standards.
  - **TH.912.H.1.Su.c:** Respond to performances with acceptable behavior related to school and community standards.
  - **TH.912.H.1.Pa.c:** Participate in audience response to performances related to school and community standards.

- **TH.912.H.2.2:** Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.

  Related Access Points

  - **TH.912.H.2.In.a:** Compare influences of culture and history on theatrical productions.
  - **TH.912.H.2.Su.a:** Recognize the influence of culture and history on theatrical productions.
  - **TH.912.H.2.Pa.a:** Recognize a variety of culturally significant theatrical works.

- **TH.912.H.2.6:** Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.

  Related Access Points

  - **TH.912.H.2.In.a:** Compare influences of culture and history on theatrical productions.
  - **TH.912.H.2.Su.a:** Recognize the influence of culture and history on theatrical productions.
  - **TH.912.H.2.Pa.a:** Recognize a variety of culturally significant theatrical works.

- **TH.912.H.3.3:** Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.

  Related Access Points

  - **TH.912.H.3.In.b:** Identify traditional and emerging technologies for theatre to support creativity and innovation in meeting technical production needs.
  - **TH.912.H.3.Su.b:** Identify selected traditional and emerging technologies for theatre to support creativity and innovation in meeting technical production needs.
  - **TH.912.H.3.Pa.b:** Recognize selected technologies to support production needs.

- **TH.912.H.3.5:** Explain how the social interactions of daily life are manifested in theatre.

  Related Access Points
  - **TH.912.H.3.In.d:** Demonstrate cooperative, interpersonal social skills in a variety of classroom and extracurricular activities.
  - **TH.912.H.3.Su.c:** Participate in the maintenance of a health-enhancing level of personal fitness.
  - **TH.912.H.3.Pa.d:** Practice cooperative interpersonal social skills in a variety of classroom and extracurricular activities.

- **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.

  Related Access Points
  - **TH.912.O.1.In.a:** Identify selected principles of dramatic structure to the creation or revision of a dramatic scene.
  - **TH.912.O.1.Su.a:** Recognize selected principles of dramatic structure to the creation or revision of a dramatic scene.
  - **TH.912.O.1.Pa.a:** Recognize a principle of dramatic structure to the creation or revision of a dramatic scene.

- **TH.912.O.1.3:** Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.

  Related Access Points
  - **TH.912.O.1.In.a:** Identify selected principles of dramatic structure to the creation or revision of a dramatic scene.
  - **TH.912.O.1.Su.a:** Recognize selected principles of dramatic structure to the creation or revision of a dramatic scene.
  - **TH.912.O.1.Pa.a:** Recognize a principle of dramatic structure to the creation or revision of a dramatic scene.

- **TH.912.O.2.4:** Construct and perform a pantomime of a complete story, showing a full character arc.

  Related Access Points
  - **TH.912.O.2.In.a:** Apply selected principles of dramatic structure to the creation of a dramatic scene.
  - **TH.912.O.2.Su.a:** Apply a principle of dramatic structure to the creation of a dramatic scene.
  - **TH.912.O.2.Pa.a:** Contribute a principle of dramatic structure to the creation of a dramatic scene.

- **TH.912.O.2.8:** Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.

  Related Access Points
  - **TH.912.O.2.In.a:** Apply selected principles of dramatic structure to the creation of a dramatic scene.
  - **TH.912.O.2.Su.a:** Apply a principle of dramatic structure to the creation of a dramatic scene.
  - **TH.912.O.2.Pa.a:** Contribute a principle of dramatic structure to the creation of a dramatic scene.

- **TH.912.O.3.2:** Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.

  Related Access Points
  - **TH.912.O.3.In.b:** Describe how the staging or technical design for a scene supports the artistic intent.
  - **TH.912.O.3.Su.b:** Identify how the staging or technical design for a scene supports the artistic intent.
  - **TH.912.O.3.Pa.b:** Recognize how a selected staging or technical design characteristic for a scene supports the artistic intent.

- **TH.912.S.1.1:** Describe the interactive effect of audience members and actors on performances.

  Related Access Points
  - **TH.912.S.1.In.a:** Describe the proper audience etiquette at live and recorded performances.
  - **TH.912.S.1.Su.a:** Demonstrate proper audience etiquette at live and recorded performances.
  - **TH.912.S.1.Pa.a:** Recognize a characteristic of proper audience etiquette at live and recorded performances.

- **TH.912.S.1.6:** Respond appropriately to directorial choices for improvised and scripted scenes.

  Related Access Points
  - **TH.912.S.1.In.d:** Create, re-create, and refine a variety of theatrical performances.
  - **TH.912.S.1.Su.d:** Re-create and refine selected theatrical performances.
  - **TH.912.S.1.Pa.d:** Contribute to the creation, or re-creation, and refinement of a variety of theatrical performances.

- **TH.912.S.2.2:** Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.

  Related Access Points
  - **TH.912.S.2.In.a:** Create or re-create one or more technical design documents for a theatrical production.
  - **TH.912.S.2.Su.a:** Create or re-create selected components of one or more technical design documents for a theatrical production.
  - **TH.912.S.2.Pa.a:** Contribute to the creation or re-creation of one or more technical design documents for a theatrical production.

- **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.

  Related Access Points
  - **TH.912.S.2.In.b:** Describe physical and emotional qualities that define one or more major characters in a theatrical production.
  - **TH.912.S.2.Su.b:** Identify physical and emotional qualities that define one or more major characters in a theatrical production.
  - **TH.912.S.2.Pa.b:** Recognize a physical or emotional quality that defines one or more major characters in a theatrical production.

- **TH.912.S.2.4:** Sustain a character or follow technical cues in a production piece to show focus.

  Related Access Points
  - **TH.912.S.2.In.c:** Refine memorized scenes to establish successful interpretation, expression, and believability.
  - **TH.912.S.2.Su.c:** Refine memorized scenes to establish successful interpretation, expression, and believability.
  - **TH.912.S.2.Pa.c:** Contribute selected lines or actions to scenes to establish successful interpretation, expression, and believability.

- **TH.912.S.2.8:** Strengthen acting skills by engaging in theatre games and improvisations.

  Related Access Points
  - **TH.912.S.2.In.c:** Refine memorized scenes to establish successful interpretation, expression, and believability.
  - **TH.912.S.2.Su.c:** Refine memorized scenes to establish successful interpretation, expression, and believability.
  - **TH.912.S.2.Pa.c:** Contribute selected lines or actions to scenes to establish successful interpretation, expression, and believability.

- **TH.912.S.3.2:** Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.

  Related Access Points
  - **TH.912.S.3.In.b:** Demonstrate a variety of theatrical skills and techniques in rehearsal and performance.
  - **TH.912.S.3.Su.b:** Demonstrate selected theatrical skills and techniques in rehearsal and performance.
  - **TH.912.S.3.Pa.b:** Contribute to a variety of theatrical performances.

- **TH.912.S.3.3:** Develop acting skills and techniques in the rehearsal process.

  Related Access Points
  - **TH.912.S.3.In.b:** Demonstrate a variety of theatrical skills and techniques in rehearsal and performance.
  - **TH.912.S.3.Su.b:** Demonstrate selected theatrical skills and techniques in rehearsal and performance.
  - **TH.912.S.3.Pa.b:** Contribute to a variety of theatrical performances.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:

  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.

- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:

  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **PE.912.M.1.5:** Apply strategies for self improvement based on individual strengths and needs.

  Related Access Points
  - **PE.912.M.1.In.e:** Demonstrate strategies for self-improvement based on individual strengths and needs.
  - **PE.912.M.1.Su.e:** Use strategies for self-improvement based on individual strengths and needs.
  - **PE.912.M.1.Pa.e:** Perform a guided activity for self-improvement based on individual strengths and needs.

- **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.

  Related Access Points
  - **PE.912.M.1.In.h:** Create and perform a creative movement sequence with a group.
  - **PE.912.M.1.Su.h:** Perform a creative movement sequence while working with a group.
  - **PE.912.M.1.Pa.h:** Perform a movement sequence while working with a group.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.
- **MU.912.S.3.4:** Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

  Related Access Points
  - **MU.912.S.3.In.c:** Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
  - **MU.912.S.3.Su.c:** Select rehearsal strategies to apply skills and techniques.
  - **MU.912.S.3.Pa.b:** Participate in rehearsal strategies to apply skills or techniques.

Course Information

General Notes

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7967020

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >

Abbreviated Title: Access Theatre 1

Number of Credits: Course may be taken for up to two credits

Course Length: Multiple (M) - Course length can vary

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12,30,31

Graduation Requirement: Performing/Fine Arts

Educator Certifications

- Music (Elementary and Secondary Grades K-12)
- Drama (Grades 6-12)
- Art (Elementary and Secondary Grades K-12)
- English (Grades 6-12)

- Middle Grades English (Middle Grades 5-9)
- Speech (Grades 6-12)
- Part-Time, Non-Degreed Performing and Fine Arts (Career & Technical)
- Part-Time, Non-Degreed Performing and Fine Arts (District-issued Employment Certificate)

Access Two-Dimensional Studio Art 1 (#7967025)

Version: 2025 - And Beyond (current)

Two-Dimensional Studio Art 1 - 0101300

Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **VA.912.C.1.4:** Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.

  Related Access Points
  - **VA.912.C.1.In.c:** Use visual evidence and prior knowledge to analyze multiple interpretations of works of art.
  - **VA.912.C.1.Su.c:** Describe observations and apply prior knowledge to interpret visual information and analyze works of art.
  - **VA.912.C.1.Pa.c:** Use visual information or tactile sensations, prior knowledge, and experience to interpret works of art.

- **VA.912.C.1.6:** Identify rationale for aesthetic choices in recording visual media.

  Related Access Points
  - **VA.912.C.1.In.d:** Assess personal artwork during production to refine work and achieve artistic objective.
  - **VA.912.C.1.Su.d:** Analyze and revise artworks to meet established criteria.
  - **VA.912.C.1.Pa.d:** Use defined criteria to analyze and revise artworks.

- **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.

  Related Access Points
  - **VA.912.C.2.In.c:** Classify artworks by commonalities in methods, media, style, and periods.
  - **VA.912.C.2.Su.c:** Match artworks by methods, media, style, and periods.
  - **VA.912.C.2.Pa.c:** Recognize major artistic media and styles.

- **VA.912.C.3.1:** Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.

  Related Access Points

- **VA.912.C.3.In.a:** Use a defined rubric to evaluate works of art.
- **VA.912.C.3.Su.a:** Use defined criteria to respond to works of art.
- **VA.912.C.3.Pa.a:** Use a teacher-selected criterion to respond to a variety of works of art.

- **VA.912.C.3.6:** Discuss how the aesthetics of artwork and utilitarian objects have changed over time.

  Related Access Points
  - **VA.912.C.3.In.d:** Identify significant changes in the aesthetics of artwork and utilitarian objects over time.
  - **VA.912.C.3.Su.d:** Recognize selected, significant changes in the aesthetics of artwork and utilitarian objects over time.
  - **VA.912.C.3.Pa.d:** Select preferred aesthetics of artworks and utilitarian objects.

- **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.H.1.2:** Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.

  Related Access Points
  - **VA.912.H.1.In.b:** Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community venues.
  - **VA.912.H.1.Su.b:** Identify and practice specified procedures and etiquette as part of an art audience.
  - **VA.912.H.1.Pa.b:** Practice specified procedures and etiquette as part of an art audience.

- **VA.912.H.1.5:** Investigate the use of technology and media design to reflect creative trends in visual culture.

  Related Access Points
  - **VA.912.H.1.In.d:** Describe the impact of major technological developments on visual art production and appreciation.
  - **VA.912.H.1.Su.d:** Recognize artwork produced by a variety of traditional and contemporary technologies.
  - **VA.912.H.1.Pa.c:** Associate artwork with the technology used to produce it.

- **VA.912.H.2.1:** Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.

  Related Access Points
  - **VA.912.H.2.In.a:** Describe how technology has led to the development of new art styles over time.
  - **VA.912.H.2.Su.a:** Recognize how technology influences the creation of visual art.
  - **VA.912.H.2.Pa.a:** Recognize structural elements of art and organizational principles of design to create and respond to artworks.

- **VA.912.H.3.2:** Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.

  Related Access Points
  - **VA.912.H.3.In.a:** Apply knowledge and skills from other disciplines and curriculum to visual art.
  - **VA.912.H.3.Su.a:** Apply knowledge and selected skills from other disciplines and curriculum to visual art.

- **VA.912.H.3.Pa.a:** Use visual art to represent information from other fields.

- **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.

  Related Access Points
  - **VA.912.O.1.In.a:** Create artworks that demonstrate skilled use of media to convey personal vision.
  - **VA.912.O.1.Su.a:** Select and use structural elements of art and organizational principles of design to create artworks.
  - **VA.912.O.1.Pa.a:** Use teacher-selected structural elements of art and principles of design to create artworks.

- **VA.912.O.2.2:** Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.

  Related Access Points
  - **VA.912.O.2.In.a:** Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
  - **VA.912.O.2.Su.a:** Apply basic structural elements of art and organizational principles of design to create artworks with a new meaning.
  - **VA.912.O.2.Pa.a:** Use basic structural elements of art to create and respond to artworks.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.

- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:

  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.

- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.

- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7967025

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >

Abbreviated Title: Access 2-D Studio Art 1

Number of Credits: Course may be taken for up to two credits

Course Length: Multiple (M) - Course length can vary

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Status: Draft - Course Pending Approval

Grade Level(s): 9,10,11,12,30,31

Graduation Requirement: Performing/Fine Arts

Educator Certifications

- Art (Elementary and Secondary Grades K-12)
- Part-Time, Non-Degreed Performing and Fine Arts (Career & Technical)
- Part-Time, Non-Degreed Performing and Fine Arts (District-issued Employment Certificate)

Preparation for Entrepreneurship/Self-Employment (#7980040)

Version: 2023 - And Beyond (current)

Purpose

The purpose of this course is to prepare students with disabilities to pursue entrepreneurship/self-employment. Students will acquire skills needed to explore their potential as entrepreneurs and develop necessary skills to plan and operate a business with support and assistance.

Course Requirements

Overview of Entrepreneurship/Self-Employment

1. Describe the importance and economic impact of small businesses, including entrepreneurship/self-employment.
2. Identify advantages and disadvantages of owning a business and working for an established business.
3. Identify strategies for generating ideas and planning a new business.
4. Explain the importance of adhering to government regulations when owning and operating a business.
5. Describe the importance of ethics in business.
6. Describe entrepreneurship/self-employment opportunities as a career planning option.

Person-Centered Planning

7. Identify personal strengths, interests, aptitudes, and abilities related to entrepreneurship/self-employment opportunities.
8. Identify individual supports needed, such as family and community agencies and resources, to start a business.
9. Create and maintain a personal and career plan.

Agency Linkages

10. Match agency services and supports to personal needs for entrepreneurship/self-employment.
11. Follow procedures to access and use needed agency resources.

Business Planning

12. Identify the purpose and components of a business plan.
13. Identify resources available to assist in the development of a business plan.
14. Explain how to evaluate the performance of a self-owned and -operated business, such as goals, outcomes, and impact; and effectiveness, efficiency, and sustainability.

15. Develop a personal business plan for entrepreneurship/self-employment based on an identified area of interest.

Essential Skills

16. Present appropriate information to specific audiences, interpret verbal and nonverbal responses, and apply listening skills to obtain and clarify information.
17. Analyze data and construct charts/tables/graphs to track business performance, make decisions, and solve problems.
18. Demonstrate financial-management concepts, procedures, and strategies related to business ownership.
19. Employ technological tools to meet business needs.
20. Demonstrate effective working relationships to accomplish objectives and tasks.
21. Employ critical thinking skills, creativity, and interpersonal skills to solve problems and resolve conflicts.
22. Describe personal practices and jobsite safety rules and regulations required to maintain safe and healthy work environments.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.

- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:

  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.

- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.

- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

This course is intended for students with disabilities in grades 11–12 and for students with disabilities who have not graduated with a standard diploma and are 18–22 years old. It is recommended that students have previously completed Career Preparation: 9–12 (Course Number 7980110), or Transition Planning: 9–12 (Course Number 7960010).This course is not intended to assist students with opening their own business, but to provide them with the necessary skills to pursue entrepreneurship/self-employment post-school.

Features of the entrepreneurship/self-employment course may include a school-based enterprise, intensive training, monitoring, advocacy, and support. It is recommended that students become involved in the development and implementation of a business plan for a school-based enterprise, if available.

A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis.

Multiple credits may be earned sequentially or simultaneously.

SCOPE AND SEQUENCE RESOURCES

- Click to download the scope and sequence as a Microsoft Word document
- Click to download the scope and sequence as an Adobe PDF document

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the

school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7980040

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Career and Technical Education For Students With Disabilities >

Abbreviated Title: PREP FOR ENTREP/EMP

Number of Credits: Multiple credits

Course Length: Multiple (M) - Course length can vary

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Vocational

Educator Certifications

- Varying Exceptionalities (Elementary and Secondary Grades K-12)
- Speech Correction (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12)
- Occupational Therapy (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Speech Language Impaired Associate (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Hearing Impaired (Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12)
- Visually Impaired (Elementary and Secondary Grades K-12)
- Speech Language Impaired (Elementary and Secondary Grades K-12)
- Deaf or Hard of Hearing (Elementary and Secondary Grades K-12)

Qualifications

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any career/technical field or coverage (any career/technical coverage, degreed or non-degreed, that is listed in the CCD).

Career Preparation: 9-12 (#7980110)

Version: 2023 - And Beyond (current)

Purpose

The purpose of this course is to enable students to acquire the knowledge and skills necessary to identify a broad range of career options and community resources and to develop work-related competencies.

Course Requirements

Self-Determination and Self-Advocacy

1. Demonstrate self-awareness of personal abilities and disability and their impact on career planning and career choices.
2. Describe appropriate self-determination and self-advocacy strategies in a variety of community and workplace situations.

Career Planning

3. Describe the purpose and components of a personal career plan.

   Identify own interests and aptitudes related to postsecondary education/training and employment.
4. Create a career plan focusing on postsecondary education/training and employment goals based on results of transition assessments.

Career Exploration

5. Describe careers in a range of occupational clusters.
6. Describe career opportunities within each cluster, employment outlook, and postsecondary education/training requirements.

Employability Skills

7. Demonstrate competencies to conduct a job search, including locating job openings using the newspaper, Internet, and networking with others.
8. Demonstrate competencies to apply for a job, including completing a generic job application (electronic or paper), creating a basic resume, and preparing responses to common questions in job interviews and pre-employment inventories.
9. Describe effective work habits and ethical behavior in the workplace.
10. Describe appropriate attire and personal care skills that meet demands of a variety of workplace situations.

Community Resources and Agencies Related to Careers

11. Identify community resources and agencies that assist with employment, such as the Division of Vocational Rehabilitation, Agency for Persons with Disabilities, and service providers.
12. Describe sources and features of public and private transportation in the community.

Rights, Benefits, and Responsibilities of Employment

13. Identify legal rights of persons with disabilities in the school, community, and workplace based on the Americans with Disabilities Act, the Rehabilitation Act, the Fair Labor Standards Act, and child labor laws.
14. Identify benefits related to employment, such as health insurance, workers compensation, leave time, retirement options, and Social Security.
15. Identify financial concepts and requirements related to employment, such as wages, withholding taxes, and employment forms (W4, W2).

Workplace Competencies

16. Describe decision-making and problem-solving processes used in workplace situations.
17. Identify competencies for employment in a variety of settings.
18. Identify health and safety requirements in various workplace settings.
19. Use communication skills (verbal, written, nonverbal) needed for success in the workplace.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.

- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:

  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"

- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

This is the first of a three-course series designed to prepare students for employment. The first course, Career Preparation (Course Number 7980110), focuses on the acquisition of the necessary knowledge and skills for making career choices. The second course, Career Experiences (Course Number 7980120), provides opportunities for application of the knowledge and skills in school or community work experience situations with supervision and instructional assistance. The third course involves training through paid employment in Career Placement (Course Number 7980130) or Supported Competitive Employment (Course Number 7980150), depending on the student’s needs for support. It is suggested, but not required, that students take all three courses in the series.

A student may earn multiple credits in this course. The particular course requirements that students should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is designed to reflect a range of abilities within the population of students with disabilities. Course requirements may be modified based on individual needs.

SCOPE AND SEQUENCE RESOURCES

- Click to download the scope and sequence as a Microsoft Word document
- Click to download the scope and sequence as an Adobe PDF document

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7980110

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Career and Technical Education For Students With Disabilities >

Abbreviated Title: CAR PREP: 9-12

Number of Credits: Multiple credits

Course Length: Multiple (M) - Course length can vary

Course Attributes:

- Class Size Core Required

Course Type: Elective Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Educator Certifications

- Varying Exceptionalities (Elementary and Secondary Grades K-12)
- Speech Correction (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12)
- Occupational Therapy (Elementary and Secondary Grades K-12)
- Speech Language Impaired Associate (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Hearing Impaired (Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12)
- Visually Impaired (Elementary and Secondary Grades K-12)
- Speech Language Impaired (Elementary and Secondary Grades K-12)
- Deaf or Hard of Hearing (Elementary and Secondary Grades K-12)

Qualifications

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any career/technical field or coverage (any career/technical coverage, degreed or non-degreed, that is listed in the CCD).

Career Experiences: 9-12 (#7980120)

Version: 2026 - And Beyond (current)

Purpose
The purpose of this course is to prepare students with disabilities for success in the workplace through structured activities that build employability, safety, job-seeking, and self-advocacy skills. Lessons are designed to be implemented throughout the school year, with flexibility to adjust pacing.

Course Requirements
This course is designed to support students with disabilities in earning recognized workforce credentials. Each badge listed below represents a credential that students have the opportunity to achieve while enrolled in the course.

Employability Skills and Resiliency in the Workplace

Badge 1. Employability Skills and Resiliency in the Workplace

- Use a variety of sources and methods to determine career interests and abilities.
- Identify knowledge and additional skills necessary for job or career of interest.
- Identify courses of study that must be completed to reach their employment goal.
- Research and identify the educational requirements of the occupation in which they wish to work.
- Develop a career and education plan that includes short- and long-term goals, high school program of study, and postsecondary/career goals.

Workplace Safety

Badge 2. Workplace Safety

- Describe how to assess and control risks.
- Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.
- Describe the procedure for identifying, dealing with, or reporting a hazard.
- Properly don and remove personal protective equipment.
- Demonstrate how to keep the work area tidy and properly store equipment.

Job Attainment Skills

Badge 3. Job Attainment Skills

- Identify resources used in a job search (e.g., newspaper, internet, networking).
- Identify the job tasks that the occupation will require.
- Identify steps of the job application process including arranging for references and proper documentation.
- Prepare a resume (electronic and traditional), letter of application, follow-up letter, acceptance/rejection letter, letter of resignation, and letter of recommendation.
- Demonstrate effective interviewing skills (behavioral) through mock interviews.

Self-Advocacy and Career Planning

Badge 4. Self-Advocacy and Career Planning

- Discuss ways that honesty and trustworthiness can lead to school and career success.
- Identify and describe characteristics, interests, experiences, and academic abilities.
- Identify appropriateness of disclosing disability in some situations and not others.
- Demonstrate ability to communicate necessary job accommodations to prospective employers.
- Review the importance of updating occupational skills and knowledge through training, continuing education, and life-long learning.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:

  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:

  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

This is the second of a three-course series designed to prepare students for employment. The first course, Career Preparation (Course Number 7980110), focuses on the acquisition of the necessary knowledge and skills for making career choices. The second course, Career Experiences (Course Number 7980120), provides opportunities for application of the knowledge and skills in school or community work experience situations with supervision and instructional assistance. The third course involves training through paid employment in Career Placement (Course Number 7980130) or Supported Competitive Employment (Course Number 7980150), depending on the student's needs for support. It is suggested, but not required, that students take all three courses in the series.

This course includes non-paid community-based vocational education involving exploration, assessment, and training. Instructional activities that include practical applications of course requirements may occur in naturalistic work settings in the school and community for the purposes of practice, generalization, and further development of skills.

A student may earn multiple credits in this course. The particular course requirements that students should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is designed to reflect a range of abilities within the population of students with disabilities. Course requirements may be modified based on individual needs.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Mathematics and Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers, which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ma.pdf.

General Information

Course Number: 7980120

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Career and Technical Education For Students With Disabilities >

Abbreviated Title: CAR EXPS: 9-12

Number of Credits: Multiple credits

Course Length: Multiple (M) - Course length can vary

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Vocational

Educator Certifications

- Varying Exceptionalities (Elementary and Secondary Grades K-12)
- Speech Correction (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12)
- Occupational Therapy (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Speech Language Impaired Associate (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Hearing Impaired (Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12)
- Visually Impaired (Elementary and Secondary Grades K-12)
- Speech Language Impaired (Elementary and Secondary Grades K-12)
- Deaf or Hard of Hearing (Elementary and Secondary Grades K-12)

Qualifications

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any career/technical field or coverage (any career/technical coverage, degreed or non-degreed, that is listed in the CCD).

Career Placement: 9-12 (#7980130)

Version: 2023 - And Beyond (current)

Purpose

The purpose of this course is to enable students with disabilities to apply career knowledge and skills to perform work-related behaviors in a paid employment situation.

Course Requirements

Self-Determination and Self-Advocacy

1. Apply skills of self-advocacy and self-determination in the community and workplace.

Career Planning

2. Apply planning processes in evaluating and revising a personal career plan, including postsecondary education/training and employment goals.

Community Resources

3. Use various community resources, such as agencies and transportation, to meet needs related to employment and postsecondary education/training.

Rights, Benefits, and Responsibilities of Employment

4. Explain the legal rights and responsibilities of employees in the workplace based on labor laws and disability laws, such as the Fair Labor Standards Act, the Americans with Disabilities Act, and the Rehabilitation Act.

5. Explain the legal responsibilities of employers in the workplace, including providing accommodations and grievance procedures, in compliance with labor laws and disability laws, such as Fair Labor Standards Act, Americans with Disabilities Act, and the Rehabilitation Act.

6. Follow procedures to access employment benefits, such as leave time, workers' compensation, and retirement options.

Workplace Competencies

7. Perform job-specific duties required to maintain employment.

8. Demonstrate effective work habits, ethical behavior, and appropriate attire and personal care skills required to maintain employment.

9. Follow personal practices and safety rules and regulations to maintain a safe and healthy work environment.

10. Use decision-making and problem-solving skills required to maintain employment.

11. Use oral and written communication skills needed in the workplace.

12. Use technological tools needed in the workplace.

Financial Management

13. Demonstrate personal money-management skills related to employment, such as applying for direct deposit of paychecks and obtaining and securing paychecks.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:

  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make

predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Course Information

General Notes

This is the last course of a three-course sequence designed to prepare students for careers and postschool adult living. The first course, Career Preparation (Course Number 7980110), focuses on the acquisition of the necessary knowledge and skills for making career choices. The second course, Career Experiences (Course Number 7980120), provides opportunities for application of the knowledge and skills in school or community work experience situations with supervision or instructional assistance. The third course in the sequence is Career Placement (Course Number 7980130) or Supported Competitive Employment (Course Number 7980150), depending on the student’s needs for support. It is suggested, but not required, that students take all three courses in the series.

The Career Placement course is designed primarily for students who are generally capable of working and living independently and may need minimal assistance. Students are expected to perform job duties independently once they have mastered the knowledge and skills associated with their work competencies. The job or jobs for which the student is being trained should be reflected in the student’s individual educational plan (IEP).

NOTE: The student is paid at or above minimum wage in accordance with the federal Fair Labor Standards Act (https://www.dol.gov/agencies/whd/flsa).

A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is designed to reflect a range of abilities within the population of students with disabilities. Course requirements may be modified based on individual needs.

SCOPE AND SEQUENCE RESOURCES

- Click to download the scope and sequence as a Microsoft Word document
- Click to download the scope and sequence as an Adobe PDF document

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7980130

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Career and Technical Education For Students With Disabilities >

Abbreviated Title: CAR PLACEMENT: 9-12

Number of Credits: Multiple credits

Course Length: Multiple (M) - Course length can vary

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Vocational

Educator Certifications

- Varying Exceptionalities (Elementary and Secondary Grades K-12)
- Speech Correction (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12)
- Occupational Therapy (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12)

- Speech Language Impaired Associate (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Hearing Impaired (Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12)
- Visually Impaired (Elementary and Secondary Grades K-12)
- Speech Language Impaired (Elementary and Secondary Grades K-12)
- Deaf or Hard of Hearing (Elementary and Secondary Grades K-12)

Qualifications

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any career/technical field or coverage (any career/technical coverage, degreed or non-degreed, that is listed in the CCD).

Supported Competitive Employment (#7980150)

Version: 2023 - And Beyond (current)

Purpose

The purpose of this course is to provide customized training through paid employment for students with disabilities to facilitate progress toward attaining measurable postsecondary goals in a customized, paid employment situation. This course will enable students to apply career knowledge and skills to perform work-related behaviors in a paid employment situation with needed supports and assistance.

Course Requirements

Self-Determination and Self-Advocacy

1. Apply skills of self-advocacy and self-determination in the community and workplace.

Career Planning

2. Apply planning processes in evaluating and revising a personal career plan, including postsecondary education/training and employment goals.

Community Resources

3. Use various community resources, such as agencies and transportation, to meet needs related to employment and postsecondary education/training.

Rights, Benefits, and Responsibilities of Employment

4. Explain the legal rights and responsibilities of employees in the workplace based on labor laws and disability laws, such as the Fair Labor Standards Act, the Americans with Disabilities Act, and the Rehabilitation Act.

5. Explain the legal responsibilities of employers in the workplace, including providing accommodations and grievance procedures, in compliance with labor laws and disability laws, such as the Fair Labor Standards Act, the Americans with Disabilities Act, and the Rehabilitation Act.

6. Follow procedures to access employment benefits, such as leave time, workers' compensation, and retirement options.

Workplace Competencies

7. Perform job-specific duties required to maintain employment.

8. Demonstrate effective work habits, ethical behavior, and appropriate attire and personal care skills required to maintain employment.

9. Demonstrate effective communication and cooperation with the employment specialist,

supervisors, and co-workers.

10. Follow personal practices and safety rules and regulations to maintain a safe and healthy work environment.

11. Use decision-making and problem-solving skills required to maintain employment.

12. Use oral and written communication skills needed in the workplace.

13. Use technological tools needed in the workplace.

Financial Management

14. Demonstrate personal money-management skills related to employment, such as applying for direct deposit of paychecks and obtaining and securing paychecks.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.

- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:

  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.

- Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

This is the last course of a three-course sequence designed to prepare students for careers and post-school adult living. The first course, Career Preparation (Course Number 7980110), focuses on the acquisition of the necessary knowledge and skills for making career choices. The second course, Career Experiences (Course Number 7980120), provides opportunities for application of the knowledge and skills in school or community work experience situations with supervision or instructional assistance. The third course involves Career Placement (Course Number 7980130) or Supported Competitive Employment (Course Number 7980150), depending on the student's needs for support. It is suggested, but not required, that students take all three courses in the series.

The Supported Competitive Employment course is designed for students who are generally capable of living and working with ongoing supervision and support. Placement of a student in the Supported Competitive Employment course is determined by the amount of support and assistance that must be provided for the student as specified in the student's individual educational plan (IEP). Supports are based on the needs of the individual student outlined in an individual task analysis:

- Sequential job duties
- Work habits
- Levels of support
- Accommodations needed to accomplish job duties
- Mastery scale of job duties

Features of customized employment include intensive onsite training, fading, ongoing monitoring, and onsite advocacy. Students receive one-to-one intensive training by an employment specialist/job coach. Students receive ongoing support with at least one hour of follow-along services per week at the job site after stabilization has been attained. Stabilization refers to the point at which onsite training and support services in an individual employment situation have been 20 percent or less of normal work hours for at least 60 calendar days.

This course enables students with disabilities to apply career knowledge and skills to perform work-related behaviors with individualized, on-the-job support from an employment specialist/job coach. Students may require ongoing support services (natural supports, agency services) to master the knowledge and skills associated with their work competencies. The job or jobs for which the student is being trained should be reflected in the student's IEP.

NOTE: The student is paid at or above minimum wage in accordance with the federal Fair Labor Standards Act (http://www.dol.gov/whd/flsa/).

A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is designed to reflect a range of abilities within the population of students with disabilities. Course requirements may be modified based on individual needs.

SCOPE AND SEQUENCE RESOURCES

- Click to download the scope and sequence as a Microsoft Word document
- Click to download the scope and sequence as an Adobe PDF document

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7980150

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Career and Technical Education For Students With Disabilities >

Abbreviated Title: SUP COMPE EMPLOY

Number of Credits: Multiple credits

Course Length: Multiple (M) - Course length can vary

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Vocational

Educator Certifications

- Varying Exceptionalities (Elementary and Secondary Grades K-12)
- Speech Correction (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12)
- Occupational Therapy (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Speech Language Impaired Associate (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Hearing Impaired (Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12)
- Visually Impaired (Elementary and Secondary Grades K-12)
- Speech Language Impaired (Elementary and Secondary Grades K-12)
- Deaf or Hard of Hearing (Elementary and Secondary Grades K-12)

Qualifications

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any career/technical field or coverage (any career/technical coverage, degreed or non-degreed, that is listed in the CCD).

Technology Education (#7980190)

Version: 2023 - And Beyond (current)

Purpose

The purpose of this course is to enable students with disabilities to apply knowledge and skills regarding the safe and appropriate use of technology in the school, workplace, and community. Students will investigate careers in technology.

Course Requirements

Technology Systems

1. Describe uses of technology in a variety of school, workplace, and community settings.
2. Identify computer components and their functions.
    a. Identify various computer input devices (e.g., mouse, keyboard, phone, camera) and describe their use.
    b. Identify various computer output devices (e.g., monitor, printer, phone) and describe their use.
    c. Identify various storage devices (e.g., flash drive, iPod, phone, external hard drive, etc.).
3. Demonstrate knowledge of different operating systems.
    a. Demonstrate proficiency with file management tasks.
4. Demonstrate proficiency with common computer peripherals, including connections to standard input and output devices.
    a. Identify the types and purposes of common input devices (e.g., mouse, keyboard, camera, microphone, scanner).
    b. Identify the types and purposes of specialized input devices (e.g., digital cameras, mobile devices, GPS devices).
    c. Describe the types and purposes of various computer connection ports (e.g., USB, firewire, parallel, series, Ethernet, et al).
    d. Connect an input device (e.g., mouse, keyboard, cell phone, camera, et al) and verify proper operation.
    e. Connect an output device (e.g., printer, monitor, projector, et al) and verify proper operation.
5. Demonstrate proficiency in communication using digital and multimedia technologies.
    a. Use a portable digital video device (e.g., cell phone, Flip camera) to produce video clips for transfer onto a computer.
6. Select technology devices, such as cell phones, computers, and tablets, by comparing features that meet individual needs and financial resources.

Technology Applications

7. Demonstrate basic keyboarding skills used with common software applications.
8. Develop and apply word processing and document manipulation skills.
    a. Apply and adjust margins, tabs, line spacing and paragraph indents.
    b. Insert and manipulate text, graphics/images, and WordArt.
    c. Format text using the font interface and styles interface.

d. Use the status bar to determine the number of pages, words, and characters in a document.
e. Insert codes for current date and time.
f. Copy text between documents using mouse, menu, and keyboard techniques.
g. Move text in a document using mouse, menu, and keyboard techniques.
h. Create bulleted and numbered lists.
i. Create a table – format rows, columns and cells.
j. Insert page breaks.

9. Develop and apply fundamental spreadsheet skills.
    a. Describe a spreadsheet and the ways in which it may be used.
    b. Identify the parts of the spreadsheet display.
    c. Insert and format text information into cells.
    d. Insert and format numeric information into cells.
    e. Insert and format date and time information into cells.
10. Demonstrate proficiency in using presentation software.
    a. Describe presentation software and the ways in which it may be used.
    b. Add and format titles, subtitles, and talking points to a presentation slide.
    c. Insert and format images/graphics onto slides.
    d. Insert new or duplicate slides.
11. Demonstrate proficiency in using graphics software.
    a. Copy and paste graphic images.
    b. Alter the shapes and colors used in a graphic image.

Internet and Webpages

12. Demonstrate proficiency using the Internet to locate information.
    a. Identify and use web terminology.
    b. Compare and contrast the types of Internet domains (e.g., .com, .org, .edu, .gov, .net, .mil).
    c. Demonstrate proficiency using various web tools (e.g., downloading of files, transfer of files, telnet, PDF, etc.).
13. Demonstrate an understanding of webpage construction, operation, and function.
    a. Identify elements of a webpage.
14. Demonstrate proficiency in using a GUI authoring tool to create a template-based website.
    a. Create a website using an available template.
    b. Create hyperlinks to external sites.
15. Conduct basic research using resources located on the Internet.
    a. Evaluate search results to determine those sites or resources that best meet the research criteria.
    b. Incorporate the results from the Internet search into a research document (e.g., report, synopsis, et al).
16. Demonstrate appropriate use of email.
    a. Describe email capabilities and functions.
    b. Identify components of an email message.
    c. Identify the components of an email address.
    d. Attach a file to an email message.

e. Forward an email message to one or more addressees.
f. Use an address book.
g. Reply to an email message.
h. Use the Internet to perform email activities (i.e., web-based email).
i. Identify the appropriate use of email and demonstrate related email etiquette.

17. Demonstrate how accessibility features of software programs can be used to meet individual needs.

Safe Use of Technology

18. Demonstrate an understanding of Internet safety and ethics.
    a. Describe cyber-bullying and its impact on perpetrators and victims.
    b. Differentiate between viruses and malware, specifically their sources, ploys, and impact on personal privacy and computer operation, and ways to avoid infection.
    c. Demonstrate proficiency running an antivirus scan to remove viruses and malware.
    d. Describe risks associated with social networking sites (e.g., FaceBook, MySpace, and Twitter) and ways to mitigate these risks.
    e. Adhere to cyber safety practices with regard to conducting Internet searches, email, chat rooms, and other social network websites.
    f. Describe risks associated with sexting, including related legal issues, social engineering aspects, prevention methods, and reporting of offenses.
    g. Describe the risks associated with online gaming and ways to mitigate these risks.
    h. Describe the ethics and copyright legalities of downloading music or videos from the Internet.

Careers in Technology

19. Describe careers in technology and related fields.
20. Explain job responsibilities and competencies necessary for successful employment in technology and related fields.
21. Evaluate personal interests and abilities related to careers in technology and postsecondary education/training opportunities.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:

  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:

  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

This course integrates program standards from the Curriculum Framework for Information & Communications Technology (ICT) Essentials, Program Number 9009100. Additional requirements included in this course are designed to meet the needs of students with disabilities.

Application activities are an integral part of this course. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to technology. Equipment and supplies are needed to enhance learning experiences for students.

A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is designed to reflect the wide range of abilities within the population of students with disabilities. Course requirements may be modified based on individual needs.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7980190

Course Path: Section: Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Career and Technical Education For Students With Disabilities >

Abbreviated Title: TECH ED

Number of Credits: Multiple credits

Course Length: Multiple (M) - Course length can vary

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Graduation Requirement: Vocational

Educator Certifications

- Engineering & Technology Education (Grades 6-12)