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

# Middle Junior High

Rule 6A-1.09414, F.A.C.
Effective February 2026

# Course Descriptions

Version 2026

# Therapeutic Instructional Support: 6-8 (#7800010) 2015 - And Beyond (current)

### Course Standards

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

## General Course Information and Notes

### General Notes

**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 each 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.

**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.**

After successfully completing this course, the student will:

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

### General Information

**Course Number:** 7800010

**Course Path: Section:** Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Therapy >
**Abbreviated Title:** THRP INSTR SPT: 6-8
**Course Length:** Not Applicable
**Course Attributes:**
- Class Size Core Required

**Course Status:** Course Approved
**Grade Level(s):** 6,7,8

### 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 Visual and Performing Arts: 6-8 (#7801010) 2025 - And Beyond (current)

## Course Standards

| Name | Description |
|---|---|
| VA.68.C.1.1: | Apply a range of interests and contextual connections to influence the art-making and self-reflection processes. |

**Related Access Points**

| Name | Description |
|---|---|
| VA.68.C.1.In.a: | Integrate ideas during the art-making process to convey meaning in personal works of art. |
| VA.68.C.1.Su.a: | Use the art-making process to communicate personal interests and self-expression. |
| VA.68.C.1.Pa.a: | Use various media or techniques to communicate personal interests and self-expression. |

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|---|---|
| VA.68.C.1.2: | Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art. |

**Related Access Points**

| Name | Description |
|---|---|
| VA.68.C.1.In.b: | Describe observations and apply prior knowledge to interpret visual information and reflect on works of art. |
| VA.68.C.1.Su.b: | Describe works of art using observation skills or tactile sensations, prior knowledge, and experience. |
| VA.68.C.1.Pa.b: | Recognize selected visual or tactile characteristics of artworks. |

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| VA.68.C.1.3: | Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work. |

**Related Access Points**

| Name | Description |
|---|---|
| VA.68.C.1.In.c: | Examine exemplary artworks to identify qualities that make the work unique or appealing. |
| VA.68.C.1.Su.c: | Examine exemplary artworks to recognize qualities that make the work unique or appealing. |
| VA.68.C.1.Pa.c: | Examine exemplary artworks to recognize a quality that makes the work unique or appealing. |

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| VA.68.C.2.1: | Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals. |

**Related Access Points**

| Name | Description |
|---|---|
| VA.68.C.2.In.a: | Analyze and revise artworks to meet established criteria. |
| VA.68.C.2.Su.a: | Use defined criteria to analyze and revise artworks. |
| VA.68.C.2.Pa.a: | Use a teacher-selected criterion to analyze and revise artworks. |

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|---|---|
| VA.68.F.1.1: | Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. |
| VA.68.F.1.2: | Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks. |
| VA.68.F.1.3: | Investigate and describe how technology inspires and affects new applications and adaptations in art. |
| VA.68.F.1.4: | Use technology skills to create an imaginative and unique work of art. |
| VA.68.F.2.1: | Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field. |

**Related Access Points**

| Name | Description |
|---|---|
| VA.68.F.2.In.a: | Identify two or more employment and leisure opportunities in or relating to visual art and pair them with the necessary skills and training. |
| VA.68.F.2.Su.a: | Recognize two or more employment and leisure opportunities in or relating to visual art and pair with a prerequisite. |
| VA.68.F.2.Pa.a: | Distinguish among employment or leisure opportunities that are art- related vs. non-art-related. |

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|---|---|
| VA.68.F.2.4: | Present research on the works of local artists and designers to understand the significance of art in the community. |

**Related Access Points**

| Name | Description |
|---|---|
| VA.68.F.2.In.b: | Recognize a positive economic impact of employment opportunities in or related to visual art on individuals or communities. |
| VA.68.F.2.Su.b: | Recognize a positive economic impact of employment opportunities in or related to visual art on individuals and communities. |
| VA.68.F.2.Pa.a: | Distinguish among employment or leisure opportunities that are art- related vs. non-art-related. |

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|---|---|
| VA.68.F.3.3: | Collaborate with peers to complete an art task and develop leadership skills. |

**Related Access Points**

| Name | Description |
|---|---|
| VA.68.F.3.In.b: | Prioritize, monitor, and complete tasks related to individual or collaborative visual art projects. |
| VA.68.F.3.Su.b: | Sequence and execute visual art projects having three or more steps. |
| VA.68.F.3.Pa.b: | Complete two or more steps related to individual or collaborative visual art projects. |

VA.68.F.3.4: Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.

**Related Access Points**

| Name | Description |
|---|---|
| VA.68.F.3.In.b: | Prioritize, monitor, and complete tasks related to individual or collaborative visual art projects. |
| VA.68.F.3.Su.b: | Sequence and execute visual art projects having three or more steps. |
| VA.68.F.3.Pa.b: | Complete two or more steps related to individual or collaborative visual art projects. |

VA.68.H.1.1: Describe social, ecological, economic, religious, and/or political conditions reflected in works of art.

**Related Access Points**

| Name | Description |
|---|---|
| VA.68.H.1.In.a: | Identify historical and cultural influences that have inspired artists to produce works of art. |
| VA.68.H.1.Su.a: | Recognize ideas important to people, groups, cultures, or time periods that are reflected in their artworks. |
| VA.68.H.1.Pa.a: | Recognize similar themes in visual art from a variety of cultures and times. |

VA.68.H.1.2: Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.

**Related Access Points**

| Name | Description |
|---|---|
| VA.68.H.1.In.b: | Identify and practice specified procedures and etiquette as part of an art audience. |
| VA.68.H.1.Su.b: | Practice specified procedures and etiquette as part of an art audience. |
| VA.68.H.1.Pa.b: | Practice a specified element of audience etiquette as part of an art audience. |

VA.68.H.2.1: Describe how previous cultural trends have led to the development of new art styles.

**Related Access Points**

| Name | Description |
|---|---|
| VA.68.H.2.In.a: | Identify influences of cultural trends on visual art. |
| VA.68.H.2.Su.a: | Identify structural elements of art and organizational principles of design to create and respond to artworks. |
| VA.68.H.2.Pa.a: | Recognize selected structural elements of art to create and respond to artworks. |

VA.68.H.2.3: Describe the rationale for creating, collecting, exhibiting, and owning works of art.

**Related Access Points**

| Name | Description |
|---|---|
| VA.68.H.2.In.c: | Identify reasons to display artwork in public places. |
| VA.68.H.2.Su.c: | Identify the physical features or characteristics of artworks displayed in the community. |
| VA.68.H.2.Pa.b: | Recognize the use of visual art or utilitarian objects in daily life. |

VA.68.O.1.3: Combine creative and technical knowledge to produce visually strong works of art.

**Related Access Points**

| Name | Description |
|---|---|
| VA.68.O.1.In.a: | Use the structural elements of art and organizational principles of design to understand the art-making process. |
| VA.68.O.1.Su.a: | Use the structural elements of art and organizational principles of design in personal works of art. |
| VA.68.O.1.Pa.a: | Use structural elements of art in personal artworks. |

VA.68.O.1.4: Create artworks that demonstrate skilled use of media to convey personal vision.

**Related Access Points**

| Name | Description |
|---|---|
| VA.68.O.1.In.b: | Select and use structural elements of art and organizational principles of design to create artworks. |
| VA.68.O.1.Su.b: | Use teacher-selected structural elements of art and organizational principles of design to create artworks. |
| VA.68.O.1.Pa.b: | Use a teacher-selected structural element of art or organizational principle of design to create artworks. |

VA.68.O.2.1: Create new meaning in artworks through shared language, expressive content, and ideation.

**Related Access Points**

| Name | Description |
|---|---|
| VA.68.O.2.In.a: | Apply structural elements of art and organizational principles of design to create artworks with a new meaning. |
| VA.68.O.2.Su.a: | Use basic structural elements of visual art to create and respond to visual art. |
| VA.68.O.2.Pa.a: | Use selected structural elements of art and organizational principles of design to create and respond to artworks. |

VA.68.O.2.3: Create a work of personal art using various media to solve an open-ended artistic problem.

**Related Access Points**

| Name | Description |
|---|---|
| VA.68.O.2.In.a: | Apply structural elements of art and organizational principles of design to create artworks with a new meaning. |
| VA.68.O.2.Su.a: | Use basic structural elements of visual art to create and respond to visual art. |
| VA.68.O.2.Pa.a: | Use selected structural elements of art and organizational principles of design to create and respond to artworks. |

VA.68.O.2.4: Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.

**Related Access Points**

| Name | Description |
|---|---|
| VA.68.O.2.In.a: | Apply structural elements of art and organizational principles of design to create artworks with a new meaning. |
| VA.68.O.2.Su.a: | Use basic structural elements of visual art to create and respond to visual art. |
| VA.68.O.2.Pa.a: | Use selected structural elements of art and organizational principles of design to create and respond to artworks. |

VA.68.S.1.1: Manipulate content, media, techniques, and processes to achieve communication with artistic intent.

**Related Access Points**

| Name | Description |
|---|---|
| VA.68.S.1.In.a: | Manipulate tools and media to enhance communication in personal artworks. |
| VA.68.S.1.Su.a: | Experiment with art tools and media to express ideas. |
| VA.68.S.1.Pa.a: | Use a variety of visual art tools and media to express ideas. |

VA.68.S.1.2: Use media, technology, and other resources to derive ideas for personal art-making.

**Related Access Points**

| Name | Description |
|---|---|
| VA.68.S.1.In.b: | Use media, technology, and other resources to inspire personal art-making decisions. |
| VA.68.S.1.Su.b: | Use diverse resources to inspire artistic expression and achieve varied results. |
| VA.68.S.1.Pa.b: | Explore diverse resources to inspire artistic expression and achieve varied results. |

VA.68.S.1.3: Use ideas from cultural, historical, and artistic references to create personal responses in personal artwork.

**Related Access Points**

| Name | Description |
|---|---|
| VA.68.S.1.In.c: | Create artworks to depict personal, cultural, and/or historical themes. |
| VA.68.S.1.Su.c: | Incorporate ideas from art exemplars for specified time periods and cultures. |
| VA.68.S.1.Pa.b: | Explore diverse resources to inspire artistic expression and achieve varied results. |

VA.68.S.1.4: Use accurate art vocabulary to explain the creative and art-making processes.

**Related Access Points**

| Name | Description |
|---|---|
| VA.68.S.1.In.d: | Use accurate art vocabulary to communicate about works of art and art processes. |
| VA.68.S.1.Su.d: | Choose accurate art vocabulary to describe works of art and art processes. |
| VA.68.S.1.Pa.c: | Use art vocabulary to communicate ideas about art. |

VA.68.S.2.1: Organize the structural elements of art to achieve artistic goals when producing personal works of art.

**Related Access Points**

| Name | Description |
|---|---|
| VA.68.S.2.In.a: | Create or re-create organizational structures to incorporate in a new work of visual art. |
| VA.68.S.2.Su.a: | Re-create the organization of selected structural elements of art. |
| VA.68.S.2.Pa.a: | Re-create structural elements in works of art. |

VA.68.S.2.2: Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.

**Related Access Points**

| Name | Description |
|---|---|
| VA.68.S.2.In.b: | Re-create sequentially ordered procedures to incorporate in a new work of visual art. |
| VA.68.S.2.Su.b: | Re-create visual art processes in a given medium. |
| VA.68.S.2.Pa.b: | Follow a selected process in a given medium. |

VA.68.S.3.1: Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.

**Related Access Points**

| Name | Description |
|---|---|

| | |
|---|---|
| VA.68.S.3.In.a: | Experiment with various two- and three-dimensional materials, tools, techniques, and processes to achieve a variety of results. |
| VA.68.S.3.Su.a: | Manipulate two- and three-dimensional art materials and refine techniques to create personal works. |
| VA.68.S.3.Pa.a: | Practice skills and techniques to create with two- and three-dimensional media. |

VA.68.S.3.3: Demonstrate understanding of safety protocols for media, tools, processes, and techniques.

**Related Access Points**

| Name | Description |
|---|---|
| VA.68.S.3.In.b: | Follow procedures for using tools, media, techniques, and processes safely and responsibly. |
| VA.68.S.3.Su.b: | Follow directions for safety procedures in the art room. |
| VA.68.S.3.Pa.b: | Demonstrate the safe use of a variety of visual art tools, media, techniques, and processes. |

VA.68.S.3.5: Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.

**Related Access Points**

| Name | Description |
|---|---|
| VA.68.S.3.In.a: | Experiment with various two- and three-dimensional materials, tools, techniques, and processes to achieve a variety of results. |
| VA.68.S.3.Su.a: | Manipulate two- and three-dimensional art materials and refine techniques to create personal works. |
| VA.68.S.3.Pa.a: | Practice skills and techniques to create with two- and three-dimensional media. |

MU.68.C.1.1: Develop strategies for listening to unfamiliar musical works.

**Related Access Points**

| Name | Description |
|---|---|
| MU.68.C.1.In.a: | Develop effective sensory strategies and describe how they support appreciation of familiar musical works. |
| MU.68.C.1.Su.a: | Use appropriate sensory skills to support appreciation of familiar musical works. |
| MU.68.C.1.Pa.a: | Use the senses to support appreciation of familiar musical works. |

MU.68.C.1.3: Identify, aurally, instrumental styles and a variety of instrumental ensembles.

**Related Access Points**

| Name | Description |
|---|---|
| MU.68.C.1.In.c: | Identify selected instrumental styles and ensembles. |
| MU.68.C.1.Su.c: | Recognize selected instrumental styles and ensembles. |
| MU.68.C.1.Pa.c: | Recognize selected instrumental styles. |

MU.68.C.1.4: Identify, aurally, a variety of vocal styles and ensembles.

**Related Access Points**

| Name | Description |
|---|---|
| MU.68.C.1.In.d: | Identify selected vocal styles and ensembles. |
| MU.68.C.1.Su.d: | Recognize selected vocal styles and ensembles. |
| MU.68.C.1.Pa.d: | Recognize selected vocal styles. |

MU.68.C.2.2: Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.

**Related Access Points**

| Name | Description |
|---|---|
| MU.68.C.2.In.b: | Identify areas of improvement in one's own or others' performances after practice or rehearsal using selected music vocabulary. |
| MU.68.C.2.Su.b: | Use defined criteria to recognize improvement in one's own or others' performances after practice or rehearsal using selected music vocabulary. |
| MU.68.C.2.Pa.b: | Use a teacher-selected criterion to recognize improvement in one's own or others' performances after practice or rehearsal. |

MU.68.C.3.1: Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.

**Related Access Points**

| Name | Description |
|---|---|
| MU.68.C.3.In.a: | Use defined criteria to evaluate characteristics of exemplary musical work from a specific period or genre. |
| MU.68.C.3.Su.a: | Use teacher-selected criteria to identify characteristics of exemplary musical work from a specific period or genre. |
| MU.68.C.3.Pa.a: | Use a teacher-selected criterion to respond to characteristics of exemplary musical work from a specific period or genre. |

MU.68.F.1.1: Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.

**Related Access Points**

| Name | Description |
|---|---|
| MU.68.F.1.In.a: | Create new interpretations of melodic or rhythmic pieces by using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements. |
| MU.68.F.1.Su.a: | Change the feeling of melodic or rhythmic pieces using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements. |

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| MU.68.F.1.Pa.a: | Participate in the production of changes in sounds and movements of melodic or rhythmic pieces. |

MU.68.F.1.2: Create an original composition that reflects various performances that use "traditional" and contemporary technologies.

**Related Access Points**

| Name | Description |
|---|---|
| MU.68.F.1.In.b: | Create, interpret, and respond to music that integrates traditional and contemporary technologies. |
| MU.68.F.1.Su.b: | Create, interpret, or respond to music that integrates traditional and contemporary technologies. |
| MU.68.F.1.Pa.b: | Explore music that integrates traditional and contemporary technologies. |

MU.68.F.2.2: Describe how concert attendance can financially impact a community.

**Related Access Points**

| Name | Description |
|---|---|
| MU.68.F.2.In.a: | Identify two or more employment and leisure opportunities in or relating to music and pair with the necessary skills and training. |
| MU.68.F.2.Su.a: | Recognize two or more employment and leisure opportunities in or relating to music and pair with a prerequisite. |
| MU.68.F.2.Pa.a: | Distinguish employment or leisure opportunities that are music-related vs. non-music-related. |

MU.68.F.3.3: Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place.

**Related Access Points**

| Name | Description |
|---|---|
| MU.68.F.3.In.c: | Prioritize, monitor, and complete tasks related to individual or collaborative projects. |
| MU.68.F.3.Su.c: | Individually or collaboratively organize and execute music projects having three or more components. |
| MU.68.F.3.Pa.c: | Contribute to the organization and execution of a music project. |

MU.68.H.1.1: Describe the functions of music from various cultures and time periods.

**Related Access Points**

| Name | Description |
|---|---|
| MU.68.H.1.In.a: | Identify the functions of music from various cultures and time periods. |
| MU.68.H.1.Su.a: | Identify the purpose for which specified music is used within various cultures. |
| MU.68.H.1.Pa.a: | Recognize the purpose for which specified music is used within various cultures. |

MU.68.H.1.2: Identify the works of representative composers within a specific style or time period.

**Related Access Points**

| Name | Description |
|---|---|
| MU.68.H.1.In.b: | Identify a characteristic of music from another culture in selected American music. |
| MU.68.H.1.Su.b: | Recognize a characteristic of music from another culture in selected American music. |
| MU.68.H.1.Pa.b: | Recognize a similarity between a selected American piece and that of a selected piece from another culture. |

MU.68.H.1.3: Describe how American music has been influenced by other cultures.

**Related Access Points**

| Name | Description |
|---|---|
| MU.68.H.1.In.c: | Identify authentic stylistic features in music originating from various cultures. |
| MU.68.H.1.Su.c: | Recognize authentic stylistic features in music originating from various cultures. |
| MU.68.H.1.Pa.c: | Recognize a selected authentic stylistic feature in music originating from various cultures. |

MU.68.H.1.5: Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.

**Related Access Points**

| Name | Description |
|---|---|
| MU.68.H.1.In.c: | Identify authentic stylistic features in music originating from various cultures. |
| MU.68.H.1.Su.c: | Recognize authentic stylistic features in music originating from various cultures. |
| MU.68.H.1.Pa.c: | Recognize a selected authentic stylistic feature in music originating from various cultures. |

MU.68.H.2.1: Describe the influence of historical events and periods on music composition and performance.

**Related Access Points**

| Name | Description |
|---|---|
| MU.68.H.2.In.a: | Identify the influence of historical events and periods on music composition and performance. |
| MU.68.H.2.Su.a: | Recognize the influence of selected historical or cultural events on music of the time. |
| MU.68.H.2.Pa.a: | Associate music with significant historical or cultural events. |

MU.68.H.2.2: Analyze how technology has changed the way music is created, performed, acquired, and experienced.

**Related Access Points**

| Name | Description |
|---|---|
| MU.68.H.2.In.b: | Identify a variety of technologies to create, perform, acquire, and experience music. |
| MU.68.H.2.Su.b: | Recognize selected technologies to create, perform, acquire, and experience music. |
| MU.68.H.2.Pa.b: | Recognize selected ways to create, perform, acquire, and experience music. |

MU.68.H.3.2: Discuss how the absence of music would affect other content areas and contexts.

**Related Access Points**

| Name | Description |
|---|---|
| MU.68.H.3.Pa.a: | Select music to enhance other content areas or contexts. |

MU.68.O.1.1: Compare performances of a musical work to identify artistic choices made by performers.

**Related Access Points**

| Name | Description |
|---|---|
| MU.68.O.1.In.a: | Compare musical elements in different types of music using correct music vocabulary. |
| MU.68.O.1.Su.a: | Identify elements of music in different types of music. |
| MU.5.O.1.Pa.a: | Recognize a selected element in a piece of music. |

MU.68.O.2.1: Create a composition, manipulating musical elements and exploring the effects of those manipulations.

**Related Access Points**

| Name | Description |
|---|---|
| MU.68.O.2.In.a: | Manipulate the elements of a musical piece and explore the effects of those manipulations. |
| MU.68.O.2.Su.a: | Change the feeling of a musical phrase by altering an element of music. |
| MU.68.O.2.Pa.a: | Select an element to change in a musical phrase. |

MU.68.O.3.1: Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.

**Related Access Points**

| Name | Description |
|---|---|
| MU.68.O.3.In.a: | Identify how instrumentation and expressive elements affect the mood or emotion of a song. |
| MU.68.O.3.Su.a: | Recognize how a change in instrumentation or an expressive element affects the mood or emotion of a song. |
| MU.68.O.3.Pa.a: | Match instrumentation or expressive elements to mood or emotion. |

MU.68.O.3.2: Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.

**Related Access Points**

| Name | Description |
|---|---|
| MU.68.O.3.In.b: | Apply expressive elements to a vocal or instrumental piece. |
| MU.68.O.3.Su.b: | Change an expressive element in a vocal or instrumental piece and identify the result. |
| MU.68.O.3.Pa.a: | Match instrumentation or expressive elements to mood or emotion. |

MU.68.S.1.1: Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.

**Related Access Points**

| Name | Description |
|---|---|
| MU.68.S.1.In.a: | Improvise rhythmic or melodic phrases to accompany familiar songs and/or standard harmonic progressions. |
| MU.68.S.1.Su.a: | Improvise vocal or instrumental patterns using familiar songs. |
| MU.68.S.1.Pa.a: | Imitate simple vocal or instrumental patterns or songs. |

MU.68.S.1.2: Compose a short musical piece.

**Related Access Points**

| Name | Description |
|---|---|
| MU.68.S.1.In.a: | Improvise rhythmic or melodic phrases to accompany familiar songs and/or standard harmonic progressions. |
| MU.68.S.1.Su.a: | Improvise vocal or instrumental patterns using familiar songs. |
| MU.68.S.1.Pa.a: | Imitate simple vocal or instrumental patterns or songs. |

MU.68.S.1.3: Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.

**Related Access Points**

| Name | Description |
|---|---|
| MU.68.S.1.In.a: | Improvise rhythmic or melodic phrases to accompany familiar songs and/or standard harmonic progressions. |
| MU.68.S.1.Su.a: | Improvise vocal or instrumental patterns using familiar songs. |
| MU.68.S.1.Pa.a: | Imitate simple vocal or instrumental patterns or songs. |

MU.68.S.1.4: Sing or play melodies by ear with support from the teacher and/or peers.

**Related Access Points**

| Name | Description |
|---|---|
| MU.68.S.1.In.a: | Improvise rhythmic or melodic phrases to accompany familiar songs and/or standard harmonic progressions. |
| MU.68.S.1.Su.a: | Improvise vocal or instrumental patterns using familiar songs. |
| MU.68.S.1.Pa.a: | Imitate simple vocal or instrumental patterns or songs. |

MU.68.S.1.5: Perform melodies with chord progressions.

**Related Access Points**

| Name | Description |
|---|---|
| MU.68.S.1.In.b: | Improvise phrases using familiar songs. |
| MU.68.S.1.Su.b: | Perform simple instrumental musical patterns. |
| MU.68.S.1.Pa.a: | Imitate simple vocal or instrumental patterns or songs. |

MU.68.S.1.6: Compose a melody, with or without lyrics, over a standard harmonic progression.

**Related Access Points**

| Name | Description |
|---|---|
| MU.68.S.1.In.c: | Perform a familiar melody with instrumental musical patterns. |
| MU.68.S.1.Su.b: | Perform simple instrumental musical patterns. |
| MU.68.S.1.Pa.b: | Participate in simple instrumental patterns. |

MU.68.S.2.1: Perform music from memory to demonstrate knowledge of the musical structure.

**Related Access Points**

| Name | Description |
|---|---|
| MU.68.S.2.In.a: | Perform musical patterns or music from memory. |
| MU.68.S.2.Su.a: | Re-create musical phrases or music from a given musical example. |
| MU.68.S.2.Pa.a: | Match a musical pattern or phrase to a given musical example. |

MU.68.S.3.1: Sing and/or play age-appropriate repertoire expressively.

**Related Access Points**

| Name | Description |
|---|---|
| MU.68.S.3.In.a: | Sing rounds, canons, and/or partner songs using proper vocal technique and maintaining pitch. |
| MU.68.S.3.Su.a: | Sing songs in an appropriate range using head voice and maintaining pitch. |
| MU.68.S.3.Pa.a: | Select notes, simple melodies, and/or accompaniments to perform. |

MU.68.S.3.3: Sight-read standard exercises and simple repertoire.

**Related Access Points**

| Name | Description |
|---|---|
| MU.68.S.3.In.c: | Sight-read notes and/or simple rhythmic phrases. |
| MU.68.S.3.Su.c: | Match aurally presented notes to traditional notation. |
| MU.68.S.3.Pa.a: | Select notes, simple melodies, and/or accompaniments to perform. |

TH.68.C.1.1: Devise an original work based on a community issue that explores various solutions to a problem.

**Related Access Points**

| Name | Description |
|---|---|
| TH.68.C.1.In.a: | Create a performance piece based on an age-appropriate theme or social issue relevant to the school climate. |
| TH.68.C.1.Su.a: | Contribute to the creation of a performance piece based on an age-appropriate theme or social issue relevant to the school climate. |
| TH.68.C.1.Pa.a: | Participate in a performance piece based on an age-appropriate theme or social issue relevant to the school climate. |

TH.68.C.1.3: Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.

**Related Access Points**

| Name | Description |
|---|---|
| TH.68.C.1.In.c: | Identify elements necessary to portray reality in a theatrical performance. |
| TH.68.C.1.Su.c: | Recognize selected elements necessary to portray reality in a theatrical performance. |
| TH.68.C.1.Pa.c: | Recognize a selected element to portray reality in a theatrical performance. |

TH.68.C.1.5: Describe how a theatrical activity can entertain or instruct an audience.

**Related Access Points**

| Name | Description |
|---|---|

| | |
|---|---|
| TH.68.C.1.In.e: | Examine the purpose, elements, and meaning of a theatrical work to determine its value. |
| TH.68.C.1.Su.e: | Examine the purpose, elements, or meaning of a theatrical work. |
| TH.68.C.1.Pa.e: | Recognize the purpose of a theatrical work. |

TH.68.C.1.6: Analyze selections from the canon of great world drama as a foundation for understanding the development of drama over time.

**Related Access Points**

| Name | Description |
|---|---|
| TH.68.C.1.In.f: | Use defined criteria to analyze the development of drama over time. |
| TH.68.C.1.Su.f: | Use specific criteria to explain the development of drama over time. |
| TH.68.C.1.Pa.f: | Identify specific selections of drama in the development of drama over time. |

TH.68.C.3.1: Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.

**Related Access Points**

| Name | Description |
|---|---|
| TH.68.C.3.In.a: | Describe elements necessary to portray artistic intent in a theatrical performance. |
| TH.68.C.3.Su.a: | Identify selected elements necessary to portray artistic intent in a theatrical performance. |
| TH.68.C.3.Pa.a: | Select an element in a theatrical performance. |

TH.68.C.3.2: Compare a film version of a story to its original play form.

**Related Access Points**

| Name | Description |
|---|---|
| TH.68.C.3.In.b: | Compare the telling of a story in two different media. |
| TH.68.C.3.Su.b: | Identify similarities and differences between the telling of a story in two different media. |
| TH.68.C.3.Pa.b: | Recognize a similarity or difference between the telling of a story in two different media. |

TH.68.F.1.1: Manipulate various design components to imagine the world of the character.

**Related Access Points**

| Name | Description |
|---|---|
| TH.68.F.1.In.a: | Create, interpret, and respond to theatre that uses improvised storytelling. |
| TH.68.F.1.Su.a: | Create, interpret, or respond to theatre that uses improvised storytelling. |
| TH.68.F.1.Pa.a: | Create, interpret, or respond to props, costumes, or dialogue that support a story. |

TH.68.F.1.2: Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.

**Related Access Points**

| Name | Description |
|---|---|
| TH.68.F.1.In.a: | Create, interpret, and respond to theatre that uses improvised storytelling. |
| TH.68.F.1.Su.a: | Create, interpret, or respond to theatre that uses improvised storytelling. |
| TH.68.F.1.Pa.a: | Create, interpret, or respond to props, costumes, or dialogue that support a story. |

TH.68.F.1.3: Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.

**Related Access Points**

| Name | Description |
|---|---|
| TH.68.F.1.In.a: | Create, interpret, and respond to theatre that uses improvised storytelling. |
| TH.68.F.1.Su.a: | Create, interpret, or respond to theatre that uses improvised storytelling. |
| TH.68.F.1.Pa.a: | Create, interpret, or respond to props, costumes, or dialogue that support a story. |

TH.68.F.2.1: Research careers in the global economy that are not directly related to the arts, but include skills that are arts-based or derive part of their economic impact from the arts.

**Related Access Points**

| Name | Description |
|---|---|
| TH.68.F.2.In.a: | Identify two or more employment and leisure opportunities in or relating to theatre and pair with the necessary skills and training. |
| TH.68.F.2.Su.a: | Recognize two or more employment and leisure opportunities in or relating to theatre and pair with a prerequisite. |
| TH.68.F.2.Pa.a: | Distinguish employment or leisure opportunities that are theatre-related vs. non-theatre-related. |

TH.68.F.2.2: Identify industries within the state of Florida that have a significant impact on local economies, in which the arts are either directly or indirectly involved in their success.

**Related Access Points**

| Name | Description |
|---|---|
| TH.68.F.2.In.a: | Identify two or more employment and leisure opportunities in or relating to theatre and pair with the necessary skills and training. |
| TH.68.F.2.Su.a: | Recognize two or more employment and leisure opportunities in or relating to theatre and pair with a prerequisite. |
| TH.68.F.2.Pa.a: | Distinguish employment or leisure opportunities that are theatre-related vs. non-theatre-related. |

TH.68.H.1.2: Analyze the impact of one's emotional and social experiences when responding to, or participating in, a play.

**Related Access Points**

| Name | Description |
|---|---|
| TH.68.H.1.In.b: | Describe physical and emotional qualities that define one or more major characters in a theatrical production. |
| TH.68.H.1.Su.b: | Identify physical and emotional qualities that define one or more major characters in a theatrical production. |
| TH.68.H.1.Pa.b: | Recognize a physical or emotional quality that defines one or more major characters in a theatrical production. |

TH.68.H.1.4: Create a monologue or story that reflects one's understanding of an event in a culture different from one's own.

**Related Access Points**

| Name | Description |
|---|---|
| TH.68.H.1.In.c: | Create lines for a monologue or scene. |
| TH.68.H.1.Su.c: | Re-create lines from a monologue or scene. |
| TH.68.H.1.Pa.c: | Contribute selected lines for a monologue or scene. |

TH.68.H.1.6: Discuss how a performer responds to different audiences.

**Related Access Points**

| Name | Description |
|---|---|
| TH.68.H.1.In.a: | Connect cultural and historical beliefs and values to the related theatrical period. |
| TH.68.H.1.Su.a: | Recognize cultural or historical influences on theatrical works. |
| TH.68.H.1.Pa.a: | Associate theatre with cultures or times. |

TH.68.H.2.6: Describe historical and cultural influences leading to changes in theatre performance spaces and technology.

**Related Access Points**

| Name | Description |
|---|---|
| TH.68.H.2.In.c: | Identify theatrical resources in the community. |
| TH.68.H.2.Su.c: | Recognize theatrical resources in the community. |
| TH.68.H.2.Pa.c: | Recognize a theatrical resource in the community. |

TH.68.H.2.7: Define theatre genres from different periods in history, giving examples of each.

**Related Access Points**

| Name | Description |
|---|---|
| TH.68.H.2.In.d: | Identify a variety of theatre genres. |
| TH.68.H.2.Su.d: | Recognize a variety of theatre genres. |
| TH.68.H.2.Pa.d: | Recognize a theatre genre. |

TH.68.H.3.2: Read plays from a variety of genres and styles and compare how common themes are expressed in various art forms.

**Related Access Points**

| Name | Description |
|---|---|
| TH.68.H.3.In.a: | Identify similarities in principles and skills used in theatre and other fields. |
| TH.68.H.3.Su.a: | Recognize similarities in selected principles and skills used in theatre and other fields. |
| TH.68.H.3.Pa.a: | Recognize a similarity in a selected principle or skill used in theatre and other fields. |

TH.68.H.3.4: Describe the importance of wellness and care for the actor's physical being as a performance instrument.

**Related Access Points**

| Name | Description |
|---|---|
| TH.68.H.3.In.c: | Demonstrate maintenance of a health-enhancing level of personal fitness. |
| TH.68.H.3.Su.c: | Participate in the maintenance of a health-enhancing level of personal fitness. |
| TH.68.H.3.Pa.c: | Select a health-enhancing activity to promote personal fitness. |

TH.68.O.1.1: Compare different processes an actor uses to prepare for a performance.

**Related Access Points**

| Name | Description |
|---|---|
| TH.68.O.1.In.a: | Demonstrate processes an actor uses to prepare for a performance. |
| TH.68.O.1.Su.a: | Identify processes an actor uses to prepare for a performance. |
| TH.68.O.1.Pa.a: | Recognize a process an actor uses to prepare for a performance. |

TH.68.O.2.1: Diagram the major parts of a play and their relationships to each other.

**Related Access Points**

| Name | Description |
|---|---|
| TH.68.O.2.In.a: | Identify similarities and differences between a theatrical performance if depicted in a different location, time, or culture. |
| TH.68.O.2.Su.a: | Recognize similarities and differences between a theatrical performance if depicted in a different location, time, or culture. |
| TH.68.O.2.Pa.a: | Recognize a similarity or difference between a theatrical performance if depicted in a different location, time, or culture. |

TH.68.O.2.2: Explain how a performance would change if depicted in a different location, time, or culture.

**Related Access Points**

| Name | Description |
|---|---|
| TH.68.O.2.In.a: | Identify similarities and differences between a theatrical performance if depicted in a different location, time, or culture. |
| TH.68.O.2.Su.a: | Recognize similarities and differences between a theatrical performance if depicted in a different location, time, or culture. |
| TH.68.O.2.Pa.a: | Recognize a similarity or difference between a theatrical performance if depicted in a different location, time, or culture. |

TH.68.O.2.3: Write alternate endings for a specified play.

**Related Access Points**

| Name | Description |
|---|---|
| TH.68.O.2.In.b: | Suggest alternate story endings for a specified theatrical production. |
| TH.68.O.2.Su.b: | Identify alternate story endings for a specified theatrical production. |
| TH.68.O.2.Pa.b: | Recognize a story ending in a specified theatrical production. |

TH.68.O.2.4: Perform a scene or pantomime to demonstrate understanding of blocking and stage movement.

**Related Access Points**

| Name | Description |
|---|---|
| TH.68.O.2.In.c: | Demonstrate theatrical skills and techniques appropriate for selected dramatizations. |
| TH.68.O.2.Su.c: | Re-create basic theatrical skills and techniques appropriate for selected dramatizations. |
| TH.68.O.2.Pa.c: | Contribute to creating or re-creating theatrical performances. |

TH.68.O.3.2: Explore how theatre and theatrical works have influenced various cultures.

**Related Access Points**

| Name | Description |
|---|---|
| TH.68.O.3.In.a: | Identify similarities and differences between theatre and other art forms. |
| TH.68.O.3.Su.a: | Recognize similarities and differences between theatre and other art forms. |
| TH.68.O.3.Pa.a: | Recognize a similarity and difference between theatre and other art forms. |

TH.68.S.1.1: Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.

**Related Access Points**

| Name | Description |
|---|---|
| TH.68.S.1.In.a: | Describe the proper audience etiquette at live and recorded performances. |
| TH.68.S.1.Su.a: | Demonstrate proper audience etiquette at live and recorded performances. |
| TH.68.S.1.Pa.a: | Recognize a characteristic of proper audience etiquette at live and recorded performances. |

TH.68.S.1.2: Invent a character with distinct behavior(s) based on observations of people in the real world and interact with others in a cast as the invented characters.

**Related Access Points**

| Name | Description |
|---|---|
| TH.68.S.1.In.b: | Create and refine selected theatrical performances. |
| TH.68.S.1.Su.b: | Re-create and refine selected theatrical performances. |
| TH.68.S.1.Pa.b: | Contribute to creating or responding to theatrical performances. |

TH.68.S.2.1: Discuss the value of collaboration in theatre and work together to create a theatrical production.

**Related Access Points**

| Name | Description |
|---|---|
| TH.68.S.2.In.a: | Identify each individual's role in a collaborative project. |
| TH.68.S.2.Su.a: | Identify the role of self in a collaborative project. |
| TH.68.S.2.Pa.a: | Recognize that a performance is a collection of parts. |

TH.68.S.2.4: Memorize and present a character's lines from a monologue or scene.

**Related Access Points**

| Name | Description |
|---|---|
| TH.68.S.2.In.c: | Memorize lines or actions from a monologue or scene. |
| TH.68.S.2.Su.c: | Memorize selected lines or actions from a monologue or scene. |

| | |
|---|---|
| TH.68.S.2.Pa.c: | Contribute selected lines or actions to scenes. |

DA.68.C.1.1: Examine and discuss exemplary works to gain ideas for creating dance studies with artistic intent.

**Related Access Points**

| Name | Description |
|---|---|
| DA.68.C.1.In.0: | Identify artistic intent of the choreographer/ performer within a dance performance. |
| DA.68.C.1.Su.0: | Recognize the artistic intent of the choreographer/ performer within a variety of dance performances. |
| DA.68.C.1.Pa.0: | Indicate the intent of the performer from selected dance examples. |

DA.68.C.1.2: Process, sequence, and demonstrate new material quickly and accurately with energy, expression, and clarity.

**Related Access Points**

| Name | Description |
|---|---|
| DA.68.C.1.In.1: | Re-create movement sequences with energy, expression, and clarity. |
| DA.68.C.1.Su.1: | Re-create movement in short sequences with energy, expression, and clarity. |
| DA.68.C.1.Pa.1: | Re-create a variety of movement sequences related to dance. |

DA.68.C.3.2: Evaluate key elements observed in historically significant, exemplary works of dance.

**Related Access Points**

| Name | Description |
|---|---|
| DA.68.C.3.In.1: | Use defined criteria to respond to dance performances of a specified period or genre. |
| DA.68.C.3.Su.1: | Use a teacher-selected criterion to respond to dance of a specified period or genre. |
| DA.68.C.3.Pa.1: | Select preferred dance performances of a specified period or genre. |

DA.68.F.1.1: Interpret and respond to works by master choreographers who have used innovative technology and integrated information from non-dance content areas.

**Related Access Points**

| Name | Description |
|---|---|
| DA.68.F.1.In.0: | Individually or collaboratively demonstrate the use of a variety of technology tools to produce, store, or view dance performances as a citizen, consumer, or worker. |
| DA.68.F.1.Su.0: | Individually or collaboratively demonstrate the use of selected technology tools to produce or experience dance performances as a citizen, consumer, or worker. |
| DA.68.F.1.Pa.0: | Collaboratively demonstrate the use of selected technology tools to produce or experience dance performances. |

DA.68.F.1.2: Explore use of technology as a tool for creating, refining, and responding to dance.

**Related Access Points**

| Name | Description |
|---|---|
| DA.68.F.1.In.0: | Individually or collaboratively demonstrate the use of a variety of technology tools to produce, store, or view dance performances as a citizen, consumer, or worker. |
| DA.68.F.1.Su.0: | Individually or collaboratively demonstrate the use of selected technology tools to produce or experience dance performances as a citizen, consumer, or worker. |
| DA.68.F.1.Pa.0: | Collaboratively demonstrate the use of selected technology tools to produce or experience dance performances. |

DA.68.H.1.1: Identify and execute characteristic rhythms in dances representing one or more cultures.

**Related Access Points**

| Name | Description |
|---|---|
| DA.68.H.1.In.0: | Identify similarities and differences in dances produced by different cultures. |
| DA.68.H.1.Su.0: | Recognize similarities and differences in dances produced by different cultures. |
| DA.68.H.1.Pa.0: | Recognize similarities and differences in dances. |

DA.68.H.2.1: Analyze dance in various cultural and historical periods, and discuss how it has changed over time.

**Related Access Points**

| Name | Description |
|---|---|
| DA.68.H.2.In.0: | Identify similarities and differences of dance from various cultures and historical periods. |
| DA.68.H.2.Su.0: | Recognize significant dances from various cultures and historical periods. |
| DA.68.H.2.Pa.0: | Recognize the origin or genre of selected dance performances. |

DA.68.H.2.2: Compare the roles of dance in various cultures.

**Related Access Points**

| Name | Description |
|---|---|
| DA.68.H.2.In.0: | Identify similarities and differences of dance from various cultures and historical periods. |
| DA.68.H.2.Su.0: | Recognize significant dances from various cultures and historical periods. |

| | |
|---|---|
| DA.68.H.2.Pa.0: | Recognize the origin or genre of selected dance performances. |

DA.68.O.1.1: Compare characteristics of two dance forms.

**Related Access Points**

| Name | Description |
|---|---|
| DA.68.O.1.In.0: | Identify characteristics of a variety of dance forms. |
| DA.68.O.1.Su.0: | Recognize a characteristic of a variety of dance forms. |
| DA.68.O.1.Pa.0: | Recognize a characteristic of a dance form. |

DA.68.O.1.2: Demonstrate, without prompting, procedures expected in class, rehearsal, and performance with independence.

**Related Access Points**

| Name | Description |
|---|---|
| DA.68.O.1.In.1: | Demonstrate specified procedures and audience etiquette. |
| DA.68.O.1.Su.1: | Practice specified procedures and audience etiquette. |
| DA.68.O.1.Pa.1: | Practice a specified element of audience etiquette at performances. |

DA.68.O.1.3: Dissect a dance step or combination to reveal the underlying steps, positions, related steps, and possible variations.

**Related Access Points**

| Name | Description |
|---|---|
| DA.68.O.1.In.2: | Investigate the positions, initiations, and movements within a given step. |
| DA.68.O.1.Su.2: | Identify the elements of dance in planned and improvised dance pieces to show awareness of structure. |
| DA.68.O.1.Pa.2: | Imitate a movement sequence based on the elements of dance. |

DA.68.O.2.1: Create a dance phrase and revise one or more elements to add interest and diversity to the piece.

**Related Access Points**

| Name | Description |
|---|---|
| DA.68.O.2.In.0: | Revise one or more elements of a dance phrase to add interest and diversity. |
| DA.68.O.2.Su.0: | Re-create a dance phrase. |
| DA.68.O.2.Pa.0: | Identify preferred dance examples. |

DA.68.S.1.1: Explore dance phrases to investigate choreographic principles and structures.

**Related Access Points**

| Name | Description |
|---|---|
| DA.68.S.1.In.0: | Imitate dance phrases to investigate choreographic principles and structures. |
| DA.68.S.1.Su.0: | Imitate dance phrases to investigate choreographic principles. |
| DA.68.S.1.Pa.0: | Imitate movement sequences to investigate choreographic principles. |

DA.68.S.1.2: Experiment with improvisational exercises to develop creative risk-taking capacities.

**Related Access Points**

| Name | Description |
|---|---|
| DA.68.S.1.In.0: | Imitate dance phrases to investigate choreographic principles and structures. |
| DA.68.S.1.Su.0: | Imitate dance phrases to investigate choreographic principles. |
| DA.68.S.1.Pa.0: | Imitate movement sequences to investigate choreographic principles. |

DA.68.S.1.3: Analyze the possibilities and limitations of the body through short dance sequences.

**Related Access Points**

| Name | Description |
|---|---|
| DA.68.S.1.In.0: | Imitate dance phrases to investigate choreographic principles and structures. |
| DA.68.S.1.Su.0: | Imitate dance phrases to investigate choreographic principles. |
| DA.68.S.1.Pa.0: | Imitate movement sequences to investigate choreographic principles. |

DA.68.S.2.1: Sustain focused attention, respect, and discipline during classes and performances.

**Related Access Points**

| Name | Description |
|---|---|
| DA.68.S.2.In.0: | Display attention, cooperation, and focus during class and performance. |
| DA.68.S.2.Su.0: | Demonstrate focus and concentration while listening to instructions and observing others' movement. |
| DA.68.S.2.Pa.0: | Re-create a variety of movements related to dance. |

**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.

MA.K12.MTR.1.1:

**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.

**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.

MA.K12.MTR.2.1:

**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.

**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.

MA.K12.MTR.3.1:

**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.

**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.

MA.K12.MTR.4.1:

**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.

**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.

MA.K12.MTR.5.1:

**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.**<br>Mathematicians who assess the reasonableness of solutions:<br>• Estimate to discover possible solutions.<br>• Use benchmark quantities to determine if a solution makes sense.<br>• Check calculations when solving problems.<br>• Verify possible solutions by explaining the methods used.<br>• Evaluate results based on the given context.<br>**Clarifications:**<br>Teachers who encourage students to assess the reasonableness of solutions:<br>• Have students estimate or predict solutions prior to solving.<br>• Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>• Reinforce that students check their work as they progress within and after a task.<br>• Strengthen students' ability to verify solutions through justifications. |
| MA.K12.MTR.7.1: | **Apply mathematics to real-world contexts.**<br>Mathematicians who apply mathematics to real-world contexts:<br>• Connect mathematical concepts to everyday experiences.<br>• Use models and methods to understand, represent and solve problems.<br>• Perform investigations to gather data or determine if a method is appropriate.<br>• Redesign models and methods to improve accuracy or efficiency.<br>**Clarifications:**<br>Teachers who encourage students to apply mathematics to real-world contexts:<br>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.<br>• Challenge students to question the accuracy of their models and methods.<br>• Support students as they validate conclusions by comparing them to the given situation.<br>• Indicate how various concepts can be applied to other disciplines. |
| ELA.K12.EE.1.1: | Cite evidence to explain and justify reasoning.<br>**Clarifications:**<br>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.<br>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.<br>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.<br>6-8 Students continue with previous skills and use a style guide to create a proper citation.<br>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.<br>**Clarifications:**<br>See Text Complexity for grade-level complexity bands and a text complexity rubric. |
| ELA.K12.EE.3.1: | Make inferences to support comprehension.<br>**Clarifications:**<br>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.<br>**Clarifications:**<br>In kindergarten, students learn to listen to one another respectfully.<br>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.<br>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.<br>**Clarifications:**<br>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.<br>**Clarifications:**<br>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. |

## VERSION DESCRIPTION

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.

## 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:** 7801010

**Course Path: Section:** Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Academics - Subject Areas >

**Abbreviated Title:** ACCESS V/P ARTS: 6-8

**Course Length:** Semester (S)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

## Educator Certifications

| |
|---|
| Art (Elementary and Secondary Grades K-12) |
| Music (Elementary and Secondary Grades K-12) |
| Drama (Grades 6-12) |
| 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) |
| 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 M/J Language Arts 1 (#7810011) 2022 - And Beyond (current)

## Course Standards

| Name | Description |
|---|---|
| ELA.6.C.1.2: | Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language.<br>**Clarifications:**<br>*Clarification 1*: See Writing Types and Narrative Techniques.<br>*Clarification 2*: Figurative language at this grade level should include any on which students have received instruction in this or previous grades. See Figurative Language Standard.<br>**Related Access Points**<br>Name: ELA.6.C.1.AP.2: Description: Write a personal narrative using precise words and figurative language with guidance and support. |
| ELA.6.C.1.3: | Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, and a logical organizational structure with varied transitions.<br>**Clarifications:**<br>*Clarification 1*: See Writing Types and Elaborative Techniques.<br>**Related Access Points**<br>Name: ELA.6.C.1.AP.3: Description: Make and support a claim using logical reasoning, relevant evidence from a source(s), elaboration and a logical organizational structure with transitions. |
| ELA.6.C.1.4: | Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions.<br>**Clarifications:**<br>*Clarification 1*: See Writing Types and Elaborative Techniques.<br>**Related Access Points**<br>Name: ELA.6.C.1.AP.4: Description: Write an expository text to explain information from a source(s), using a logical organizational structure, relevant elaboration and transitions. |
| ELA.6.C.1.5: | Improve writing by planning, revising, and editing, considering feedback from adults and peers.<br>**Related Access Points**<br>Name: ELA.6.C.1.AP.5: Description: Improve writing by planning, revising and editing, considering feedback from adults and peers. |
| ELA.6.C.2.1: | Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.<br>**Clarifications:**<br>*Clarification 1*: Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations.<br>*Clarification 2*: For further guidance, see the Secondary Oral Communication Rubric.<br>**Related Access Points**<br>Name: ELA.6.C.2.AP.1: Description: Present information in a logical sequence, using the student's mode of communication with guidance and support. |
| ELA.6.C.3.1: | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.<br>**Clarifications:**<br>*Clarification 1*: Skills to be mastered at this grade level are as follows:<br>• Use verbals including gerunds, infinitives, and participial phrases.<br>• Use comparative and superlative forms of adjectives.<br>• Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.<br>Skills to be implemented but not yet mastered are as follows: |

- Appropriately use colons.
- Appropriately use dangling modifiers.
- Appropriately use ellipses.
- Appropriately use hyphens.
- Vary sentence structure.

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

**Related Access Points**

| Name | Description |
|---|---|
| ELA.6.C.3.AP.1: | Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade-level with guidance and support.<br>• Use conjunctions correctly to join words and phrases in a sentence. |

ELA.6.C.4.1: Conduct research to answer a question, drawing on multiple reliable and valid sources, and refocusing the inquiry when appropriate.

**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**

| Name | Description |
|---|---|
| ELA.6.C.4.AP.1: | Conduct research to answer a question, identifying valid and reliable sources, with guidance and support. |

ELA.6.C.5.1: Integrate diverse digital media to enhance audience engagement in oral or written tasks.

**Clarifications:**
*Clarification 1*: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and complement the information being shared, meaning that the multimedia elements should add information to the presentation, not restate or reinforce it. The elements should be smoothly integrated into the presentation.

**Related Access Points**

| Name | Description |
|---|---|
| ELA.6.C.5.AP.1: | UUse one or more multimedia elements to create emphasis and/or clarity in oral or written tasks. |

ELA.6.C.5.2: Use digital tools to produce writing.

**Related Access Points**

| Name | Description |
|---|---|
| ELA.6.C.5.AP.2: | Identify digital tools to produce writing. |

ELA.6.R.1.1: Analyze how the interaction between characters contributes to the development of a plot in a literary text.

**Related Access Points**

| Name | Description |
|---|---|
| ELA.6.R.1.AP.1: | Explain how the interactions of characters contribute to the plot in a literary text. |

ELA.6.R.1.2: Analyze the development of stated or implied theme(s) 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. See Theme in Glossary.
*Clarification 2*: Students should be introduced to the concept of universal themes, although mastery isn't expected until 9th grade. 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**

| Name | Description |
|---|---|
| ELA.6.R.1.AP.2: | Explain how events contribute to the theme(s) throughout a literary text. |

ELA.6.R.1.3: Explain the influence of multiple narrators and/or shifts in point of view in a literary text.

**Clarifications:**
*Clarification 1*: When referring to the person of the narrator, the term "point of view" is used. Students focused on perspective in fifth grade, so they should differentiate between point of view and perspective when working on this benchmark.

**Related Access Points**

| Name | Description |
|---|---|
| ELA.6.R.1.AP.3: | Identify the different points of view of the narrators in a literary text. |

ELA.6.R.1.4:

Describe the impact of various poetic forms on meaning and style.

**Clarifications:**
*Clarification 1*: Poetic forms used for this benchmark are sonnet and villanelle.

**Related Access Points**

| Name | Description |
|---|---|
| ELA.6.R.1.AP.4: | Describe the poetic forms and styles of a sonnet and a villanelle. |

ELA.6.R.2.1: Explain how individual text sections and/or features convey meaning in texts.

**Related Access Points**

| Name | Description |
|---|---|
| ELA.6.R.2.AP.1: | Show how a specific text section contributes to the meaning of the text. |

ELA.6.R.2.2:

Analyze the central idea(s), implied or explicit, and its development throughout a text.

**Clarifications:**
*Clarification 1*: Various types of support could include an author's use of facts, definitions, concrete details, and/or quotations to develop the central idea(s) in a text.

**Related Access Points**

| Name | Description |
|---|---|
| ELA.6.R.2.AP.2: | Identify the central idea(s), implied or explicit, and its development throughout a text. |

ELA.6.R.2.3: Analyze authors' purpose(s) in multiple accounts of the same event or topic.

**Related Access Points**

| Name | Description |
|---|---|
| ELA.6.R.2.AP.3: | Explain the purpose of two authors' accounts of the same event or topic. |

ELA.6.R.2.4:

Track the development of an argument, identifying the types of reasoning used.

**Clarifications:**
*Clarification 1*: For more information on types of reasoning, see Types of Logical Reasoning.
*Clarification 2*: Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).

**Related Access Points**

| Name | Description |
|---|---|
| ELA.6.R.2.AP.4: | Identify the types of reasoning used in an argumentative text. |

ELA.6.R.3.1:

Explain how figurative language contributes to tone and meaning in text(s).

**Clarifications:**
*Clarification 1*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, and idiom. Other examples can be used in instruction.
*Clarification 2*: See Secondary Figurative Language.

**Related Access Points**

| Name | Description |
|---|---|
| ELA.6.R.3.AP.1: | Identify examples of figurative language that contribute to tone and meaning in text. |

ELA.6.R.3.2:

Paraphrase content from grade-level texts.

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

**Related Access Points**

| Name | Description |
|---|---|
| ELA.6.R.3.AP.2: | Retell content from grade-level texts, at the student's ability level using the student's mode of communication. |

Compare and contrast how authors from different time periods address the same or related topics.

**Clarifications:**
*Clarification 1*: Texts for this benchmark should be selected from the following literary periods:

ELA.6.R.3.3:

- 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)

**Related Access Points**

| Name | Description |
|---|---|
| ELA.6.R.3.AP.3: | Compare and contrast how authors from two time periods address the same or related topics in a text with grade-level appropriate content at the student's skill level. |

ELA.6.R.3.4:

Identify rhetorical appeals in a text.

**Clarifications:**
*Clarification 1*: Students will identify the appeals of logos, ethos, and pathos.
*Clarification 2*: See Rhetorical Appeals.

**Related Access Points**

| Name | Description |
|---|---|
| ELA.6.R.3.AP.4: | Identify rhetorical appeals (ethos, logos, pathos) in a text with grade level content at the student's ability level. |

ELA.6.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**

| Name | Description |
|---|---|
| ELA.6.V.1.AP.1: | 1 Use grade-level academic vocabulary in communication, using the student's mode of communication. |

ELA.6.V.1.2:

Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.

**Clarifications:**
*Clarification 1*: See Common Greek and Latin Roots 6-8 and Affixes.

**Related Access Points**

| Name | Description |
|---|---|
| ELA.6.V.1.AP.2: | Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content at the student's ability level with guidance and support. |

ELA.6.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 ELA.6.R.3.1 and Secondary Figurative Language.

**Related Access Points**

| Name | Description |
|---|---|
| ELA.6.V.1.AP.3: | Apply knowledge of context clues, figurative language, word relationships, reference materials and/or background knowledge to determine the denotative meaning of words and phrases, appropriate to grade-level content at the student's ability level with guidance and support. |

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**

| Name | Description |
|---|---|

| | |
|---|---|
| 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**

| Name | Description |
|---|---|
| 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**

| Name | Description |
|---|---|
| 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**

| Name | Description |
|---|---|
| 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.<br>**Clarifications:**<br>In kindergarten, students learn to listen to one another respectfully.<br>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.<br>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.<br>**Clarifications:**<br>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.<br>**Clarifications:**<br>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. |

# General Course Information and Notes

## VERSION DESCRIPTION

**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.

### 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:** 7810011

**Course Path: Section:** Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Academics - Subject Areas >

**Abbreviated Title:** ACCESS M/J LA 1

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Status:** Course Approved

### 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 (Elementary Grades 1-6) Plus Exceptional Student Education (Elementary and Secondary Grades K-12) |
| English (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 Integrated Curriculum (Middle Grades 5-9) |
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| Elementary Education (Elementary Grades 1-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12) |
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# Access M/J Language Arts 2 (#7810012) 2022 - And Beyond (current)

## Course Standards

| Name | Description |
|---|---|
| ELA.612.F.2.1: | Demonstrate an understanding of spoken words, syllables, and sounds.<br>a. Orally produce single-syllable and multisyllabic words by accurately blending sounds.<br>b. Accurately segment single-syllable and multisyllabic words.<br>**Clarifications:**<br>*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.<br>a. Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser.<br>b. Orally break cat into c-a-t/ orally break trouser into trou-ser.<br>**Related Access Points**<br>**Name** / **Description**<br>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.<br>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.<br>a. Use an array of strategies to decode single-syllable and multisyllabic words.<br>b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns.<br>**Clarifications:**<br>*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.<br>**Related Access Points**<br>**Name** / **Description**<br>ELA.612.F.2.AP.2a: Decode single-syllable and multisyllabic words as appropriate to the student's mode of communication.<br>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.<br>a. Use an array of strategies to accurately encode single-syllable and multisyllabic words.<br>**Clarifications:**<br>*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.<br>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.<br>b. The process of adding single units of sound with meaning to existing word parts to encode a given word.<br>**Related Access Points**<br>**Name** / **Description**<br>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.<br>**Clarifications:**<br>*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.<br>*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.<br>*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.<br>**Related Access Points**<br>**Name** / **Description** |

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|---|---|
| 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.7.C.1.2:

Write personal or fictional narratives using narrative techniques, a recognizable point of view, precise words and phrases, and figurative language.

**Clarifications:**
*Clarification 1*: See Writing Types and Narrative Techniques.
*Clarification 2*: See Secondary Figurative Language.

**Related Access Points**

| Name | Description |
|---|---|
| ELA.7.C.1.AP.2: | Write a personal narrative using a recognizable point of view, precise words and figurative language. |

ELA.7.C.1.3:

Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim.

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

**Related Access Points**

| Name | Description |
|---|---|
| ELA.7.C.1.AP.3: | Make and support a claim using logical reasoning, relevant evidence from a source(s), elaboration and a logical organizational structure with transitions, acknowledging one counterclaim. |

ELA.7.C.1.4:

Write expository texts to explain and analyze information from multiple sources, using relevant supporting details and a logical organizational pattern.

**Clarifications:**
*Clarification 1*: See Writing Types.

**Related Access Points**

| Name | Description |
|---|---|
| ELA.7.C.1.AP.4: | Write an expository text to explain information from a source(s), using relevant supporting details and a logical organizational pattern. |

ELA.7.C.1.5: Improve writing by planning, revising, and editing, considering feedback from adults and peers.

**Related Access Points**

| Name | Description |
|---|---|
| ELA.7.C.1.AP.5: | Improve writing by planning, revising and editing, with guidance and support as needed, considering feedback from adults and peers. |

ELA.7.C.2.1:

Present information orally, in a logical sequence, emphasizing key points that support the central idea.

**Clarifications:**
*Clarification 1*: For further guidance, see the Secondary Oral Communication Rubric.

**Related Access Points**

| Name | Description |
|---|---|
| ELA.7.C.2.AP.1: | Present information in a logical sequence, emphasizing key points that support the central idea, using the student's mode of communication with guidance and support. |

ELA.7.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:

- Appropriately use colons.
- Appropriately use dangling modifiers.
- Appropriately use ellipses.
- Appropriately use hyphens.
- Vary sentence structure.

Skills to be implemented but not yet mastered are as follows:

- Appropriately use passive and active voice.
- Use semicolons to form sentences.
- Use verbs with attention to voice and mood.
- Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.

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

**Related Access Points**

| Name | Description |
|---|---|
| | Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade-level with guidance and support.<br>• Use pronouns correctly with regard to case, number and a person, correcting for vague pronoun reference. |

ELA.7.C.3.AP.1:

Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.

ELA.7.C.4.1:

**Clarifications:**
*Clarification 1*: There is no requirement that students research the additional questions generated.
*Clarification 2*: 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**

| Name | Description |
|---|---|
| ELA.7.C.4.AP.1: | Conduct research to answer a question, drawing on reliable and valid sources and generating an additional question, with guidance and support. |

Integrate diverse digital media to build cohesion in oral or written tasks.

ELA.7.C.5.1:

**Clarifications:**
*Clarification 1*: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the presentation and help to unify the concepts. The elements should be smoothly integrated into the presentation.

**Related Access Points**

| Name | Description |
|---|---|
| ELA.7.C.5.AP.1: | Arrange one or more elements of digital media to enhance understanding in oral or written tasks with guidance and support. |

ELA.7.C.5.2: Use digital tools to produce and share writing.

**Related Access Points**

| Name | Description |
|---|---|
| ELA.7.C.5.AP.2: | Identify digital tools to produce writing. |

ELA.7.R.1.1: Analyze the impact of setting on character development and plot in a literary text.

**Related Access Points**

| Name | Description |
|---|---|
| ELA.7.R.1.AP.1: | Explain how the setting impacts the characters and the plot in a literary text. |

Compare two or more themes and their development throughout a literary text.

ELA.7.R.1.2:

**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.
*Clarification 2*: Students should continue to work with the concept of universal themes, although mastery isn't expected until 9th grade. 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**

| Name | Description |
|---|---|
| ELA.7.R.1.AP.2: | Find the similarities between two themes and their development throughout a literary text. |

Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text.

ELA.7.R.1.3:

**Clarifications:**
*Clarification 1*: An unreliable narrator is one who lacks credibility. Because all information is being conveyed through this untrustworthy source, readers have to use inferencing to establish what is likely to be true. Narrators can be unreliable for many reasons including purposeful dishonesty, a lack of information or background knowledge about what that information means, mental illness, or self-deception.
*Clarification 2*: "Shifts in point of view" refers to a change in the narrator's point of view done for effect. Changes can be in degree and/or person: for example, a shift from third-person limited to third-person omniscient or from first-person limited to third-person limited.

**Related Access Points**

| Name | Description |
|---|---|
| ELA.7.R.1.AP.3a: | Identify an unreliable narrator. |
| ELA.7.R.1.AP.3b: | Explain how the narrator's shifts in points of view change in the text. |

Analyze the impact of various poetic forms on meaning and style.

ELA.7.R.1.4:

**Clarifications:**
*Clarification 1*: Poetic forms used for this benchmark are sonnet and villanelle.
*Clarification 2*: Instruction in this benchmark should focus on how the structure of each poetic form affects its meaning.

**Related Access Points**

| Name | Description |
|---|---|
| ELA.7.R.1.AP.4: | Explain how the style of a poem affects its meaning. |

ELA.7.R.2.1: Explain how individual text sections and/or features convey a purpose in texts.

**Related Access Points**

| Name | Description |
|---|---|
| ELA.7.R.2.AP.1: | Describe the purpose of a specific text section in a text. |

ELA.7.R.2.2: Compare two or more central ideas and their development throughout a text.

**Related Access Points**

| Name | Description |
|---|---|
| ELA.7.R.2.AP.2: | Identify two central ideas and their development throughout a text. |

ELA.7.R.2.3: Explain how an author establishes and achieves purpose(s) through diction and syntax.

**Clarifications:**
*Clarification 1*: This benchmark focuses on the way in which diction (the author's word choice) and syntax (the way in which an author arranges those words) work together to achieve a purpose.

**Related Access Points**

| Name | Description |
|---|---|
| ELA.7.R.2.AP.3: | Explain how the author's word choice influences the purpose of the text. |

ELA.7.R.2.4: Track the development of an argument, analyzing the types of reasoning used and their effectiveness.

**Clarifications:**
*Clarification 1*: For more information on types of reasoning, see Types of Logical Reasoning.
*Clarification 2*: Instruction in types of reasoning will include fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).

**Related Access Points**

| Name | Description |
|---|---|
| ELA.7.R.2.AP.4: | Track the development, the type of reasoning (deductive, inductive, abductive) and its effectiveness in the argument. |

ELA.7.R.3.1: Analyze how figurative language contributes to tone and meaning and explain examples of allusions in text(s).

**Clarifications:**
*Clarification 1*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.
*Clarification 2*: See Secondary Figurative Language.

**Related Access Points**

| Name | Description |
|---|---|
| ELA.7.R.3.AP.1: | Explain how figurative language contributes to tone and meaning of text(s). |

ELA.7.R.3.2: Paraphrase content from grade-level texts.

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

**Related Access Points**

| Name | Description |
|---|---|
| ELA.7.R.3.AP.2: | Retell content from grade-level texts, at the student's ability level using the student's mode of communication. |

ELA.7.R.3.3: Compare and contrast how authors with differing perspectives address the same or related topics or themes.

**Clarifications:**
*Clarification 1*: The term perspective means "a particular attitude toward or way of regarding something."

**Related Access Points**

| Name | Description |
|---|---|
| ELA.7.R.3.AP.3: | Compare and contrast how two authors with different perspectives view the same theme in a text with grade-level appropriate content at the student's skill level. |

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|---|---|
| ELA.7.R.3.4: | Explain the meaning and/or significance of rhetorical devices in a text.<br>**Clarifications:**<br>*Clarification 1*: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 7.R.3.1 with the addition of irony and rhetorical questioning.<br>*Clarification 2*: See Secondary Figurative Language.<br>*Clarification 3*: See Rhetorical Devices.<br>**Related Access Points**<br>**Name** / **Description**<br>ELA.7.R.3.AP.4: Identify the meaning of irony in a text with grade level content at the student's ability level. |
| ELA.7.V.1.1: | Integrate academic vocabulary appropriate to grade level in speaking and writing.<br>**Clarifications:**<br>*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.<br>*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.<br>**Related Access Points**<br>**Name** / **Description**<br>ELA.7.V.1.AP.1: Use grade-level academic vocabulary in communication, using the student's mode of communication. |
| ELA.7.V.1.2: | Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.<br>**Clarifications:**<br>*Clarification 1*: See Common Greek and Latin Roots 6-8 and Affixes.<br>**Related Access Points**<br>**Name** / **Description**<br>ELA.7.V.1.AP.2: Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content at the student's ability level with guidance and support. |
| ELA.7.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.<br>**Clarifications:**<br>*Clarification 1*: Review of words learned in this way is critical to building background knowledge and related vocabulary.<br>*Clarification 2*: See Context Clues and Word Relationships.<br>*Clarification 3*: See ELA.7.R.3.1 and Secondary Figurative Language.<br>**Related Access Points**<br>**Name** / **Description**<br>ELA.7.V.1.AP.3: Apply knowledge of context clues, figurative language, word relationships, reference materials and/or background knowledge to determine the connotative meaning of words and phrases, appropriate to grade-level content at the student's ability level with guidance and support. |
| ELA.K12.EE.1.1: | Cite evidence to explain and justify reasoning.<br>**Clarifications:**<br>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.<br>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.<br>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.<br>6-8 Students continue with previous skills and use a style guide to create a proper citation.<br>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.<br>**Clarifications:**<br>See Text Complexity for grade-level complexity bands and a text complexity rubric. |
| ELA.K12.EE.3.1: | Make inferences to support comprehension.<br>**Clarifications:**<br>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. |
| | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. |

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|---|---|
| ELA.K12.EE.4.1: | **Clarifications:**<br>In kindergarten, students learn to listen to one another respectfully.<br>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.<br><br>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.<br>**Clarifications:**<br>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.<br>**Clarifications:**<br>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. |

# General Course Information and Notes

## VERSION DESCRIPTION

**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.

### 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:** 7810012

**Course Path: Section:** Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Academics - Subject Areas >

**Abbreviated Title:** ACCESS M/J LA 2

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Status:** Course Approved

### Educator Certifications

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|---|
| 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) |
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# Access M/J Language Arts 3 (#7810013) 2022 - And Beyond (current)

## Course Standards

| Name | Description |
|---|---|
| ELA.612.F.2.1: | Demonstrate an understanding of spoken words, syllables, and sounds.<br>a. Orally produce single-syllable and multisyllabic words by accurately blending sounds.<br>b. Accurately segment single-syllable and multisyllabic words.<br>**Clarifications:**<br>*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.<br>a. Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser.<br>b. Orally break cat into c-a-t/ orally break trouser into trou-ser.<br>**Related Access Points**<br>**Name** / **Description**<br>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.<br>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.<br>a. Use an array of strategies to decode single-syllable and multisyllabic words.<br>b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns.<br>**Clarifications:**<br>*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.<br>**Related Access Points**<br>**Name** / **Description**<br>ELA.612.F.2.AP.2a: Decode single-syllable and multisyllabic words as appropriate to the student's mode of communication.<br>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.<br>a. Use an array of strategies to accurately encode single-syllable and multisyllabic words.<br>**Clarifications:**<br>*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.<br>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.<br>b. The process of adding single units of sound with meaning to existing word parts to encode a given word.<br>**Related Access Points**<br>**Name** / **Description**<br>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.<br>**Clarifications:**<br>*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.<br>*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.<br>*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.<br>**Related Access Points**<br>**Name** / **Description** |

| | |
|---|---|
| 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.8.C.1.2:

Write personal or fictional 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**

| Name | Description |
|---|---|
| ELA.8.C.1.AP.2: | Write a personal narrative using a clearly established point of view, precise words and figurative language. |

ELA.8.C.1.3:

Write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning, credible evidence from sources, elaboration, and using a logical organizational structure.

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

**Related Access Points**

| Name | Description |
|---|---|
| ELA.8.C.1.AP.3: | Make and support a claim using logical reasoning, relevant evidence from a source(s), elaboration and a logical organizational structure with transitions, acknowledging and rebutting one counterclaim. |

ELA.8.C.1.4:

Write expository texts to explain and analyze information from multiple sources, using relevant supporting details, logical organization, and varied purposeful transitions.

**Clarifications:**
Clarification 1: See Writing Types.

**Related Access Points**

| Name | Description |
|---|---|
| ELA.8.C.1.AP.4: | Write an expository text to explain information from a source(s), using relevant supporting details, logical organization and purposeful transitions. |

ELA.8.C.1.5: Improve writing by planning, editing, considering feedback from adults and peers, and revising for clarity and cohesiveness.

**Related Access Points**

| Name | Description |
|---|---|
| ELA.8.C.1.AP.5: | Improve writing by planning, editing, considering feedback from adults and peers, revising for clarity. |

ELA.8.C.2.1:

Present information orally, in a logical sequence, supporting the central idea with credible evidence.

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

**Related Access Points**

| Name | Description |
|---|---|
| ELA.8.C.2.AP.1: | Present information in a logical sequence, supporting the central idea with evidence, using the student's mode of communication with guidance and support . |

ELA.8.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:

- Appropriately use passive and active voice.
- Use semicolons to form sentences.
- Use verbs with attention to voice and mood.

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.

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

**Related Access Points**

| Name | Description |
|---|---|
| ELA.8.C.3.AP.1: | Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade-level with guidance and support.<br>• Vary sentence structure. |

ELA.8.C.4.1:

Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.

**Clarifications:**
*Clarification 1*: There is no requirement that students research the additional questions generated.
*Clarification 2*: 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**

| Name | Description |
|---|---|
| ELA.8.C.4.AP.1: | Conduct research to answer a question, drawing on reliable and valid sources and generating additional questions, with guidance and support. |

ELA.8.C.5.1: Integrate diverse digital media to emphasize the relevance of a topic or idea in oral or written tasks.

**Related Access Points**

| Name | Description |
|---|---|
| ELA.8.C.5.AP.1: | Arrange a variety of digital media to emphasize the relevance of a topic or idea in oral or written tasks with guidance and support. |

ELA.8.C.5.2: Use a variety of digital tools to collaborate with others to produce writing.

**Related Access Points**

| Name | Description |
|---|---|
| ELA.8.C.5.AP.2: | Identify two or more digital tools to collaborate with others to produce writing. |

ELA.8.R.1.1: Analyze the interaction between character development, setting, and plot in a literary text.

**Related Access Points**

| Name | Description |
|---|---|
| ELA.8.R.1.AP.1: | Explain the relationship between the character development, setting and plot in a literary text. |

ELA.8.R.1.2:

Analyze two or more themes and 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.
*Clarification 2*: Students should continue to work with the concept of universal themes, although mastery isn't expected until 9th grade. 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**

| Name | Description |
|---|---|
| ELA.8.R.1.AP.2: | Compare and contrast two themes and their development throughout a literary text. |

ELA.8.R.1.3:

Analyze how an author develops and individualizes the perspectives of different characters.

**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**

| Name | Description |
|---|---|
| ELA.8.R.1.AP.3: | Describe how the author uses words and actions to show the characters' perspective. |

ELA.8.R.1.4:

Analyze structure, sound, imagery, and figurative language in poetry.

**Clarifications:**
Clarification 1: Structural elements for this benchmark are form, line length, white space, indention, line breaks, and stanza breaks.
*Clarification 2*: Sound can be created through the use of end rhyme, internal rhyme, slant rhyme, alliteration, assonance, consonance, onomatopoeia, repetition, and meter.

*Clarification 3*: Imagery, as used here, refers to language and description that appeals to the five senses.

*Clarification 4*: Figurative language types for this benchmark are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.

**Related Access Points**

| Name | Description |
|---|---|
| ELA.8.R.1.AP.4: | Explain the structure, sound and imagery in poetry. |

ELA.8.R.2.1: Analyze how individual text sections and/or features convey a purpose and/or meaning in texts.

**Related Access Points**

| Name | Description |
|---|---|
| ELA.8.R.2.AP.1: | Explain how individual text sections contribute to the meaning of the text. |

ELA.8.R.2.2: Analyze two or more central ideas and their development throughout a text.

**Related Access Points**

| Name | Description |
|---|---|
| ELA.8.R.2.AP.2: | Compare two central ideas and their development throughout a text. |

ELA.8.R.2.3: Explain 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**

| Name | Description |
|---|---|
| ELA.8.R.2.AP.3: | Explain how an author's use of figurative language establishes and/or achieves purpose. |

ELA.8.R.2.4: Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.

**Clarifications:**
*Clarification 1*: For more information on types of reasoning, see Types of Logical Reasoning.
*Clarification 2*: Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).

**Related Access Points**

| Name | Description |
|---|---|
| ELA.8.R.2.AP.4: | Identify a way in which the argument could be improved. |

ELA.8.R.3.1: Analyze how figurative language contributes to meaning and explain examples of symbolism in text(s).

**Clarifications:**
*Clarification 1*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.
*Clarification 2*: See Secondary Figurative Language.

**Related Access Points**

| Name | Description |
|---|---|
| ELA.8.R.3.AP.1a: | Explain how figurative language contributes to tone and meaning of text(s). |
| ELA.8.R.3.AP.1b: | Identify examples of symbolism in a text. |

ELA.8.R.3.2: Paraphrase content from grade-level texts.

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

**Related Access Points**

| Name | Description |
|---|---|
| ELA.8.R.3.AP.2: | Retell content from grade-level texts, at the student's ability level using the student's mode of communication. |

ELA.8.R.3.3: Compare and contrast the use or discussion of archetypes in texts.

**Clarifications:**
*Clarification 1*: See Archetypes.

**Related Access Points**

| Name | Description |
|---|---|
| ELA.8.R.3.AP.3: | Compare and contrast how the author uses archetypes in a text with developmentally appropriate content at the student's skill level. |

Explain how an author uses rhetorical devices to support or advance an appeal.

**Clarifications:**

| | |
|---|---|
| ELA.8.R.3.4: | *Clarification 1*: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 8.R.3.1 with the addition of irony, rhetorical question, antithesis, and zeugma.<br>*Clarification 2*: See Secondary Figurative Language.<br>*Clarification 3*: See Rhetorical Appeals and Rhetorical Devices.<br>*Clarification 4*: Students will explain the connection between an author's use of rhetorical devices and the appeal—logos, ethos, or pathos—that is being made. Instruction should focus on ensuring students can explain how specific rhetorical devices contribute to the development of the rhetorical appeal(s) the author uses. |

**Related Access Points**

| Name | Description |
|---|---|
| ELA.8.R.3.AP.4: | Describe how an author's use of rhetorical devices (to include rhetorical questioning and irony) supports an appeal. |

| | |
|---|---|
| ELA.8.V.1.1: | Integrate academic vocabulary appropriate to grade level in speaking and writing.<br>**Clarifications:**<br>*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.<br>*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**

| Name | Description |
|---|---|
| ELA.8.V.1.AP.1: | Use grade-level academic vocabulary in communication, using the student's mode of communication. |

| | |
|---|---|
| ELA.8.V.1.2: | Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.<br>**Clarifications:**<br>*Clarification 1*: See Common Greek and Latin Roots 6-8 and Affixes. |

**Related Access Points**

| Name | Description |
|---|---|
| ELA.8.V.1.AP.2: | Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content at the student's ability level with guidance and support. |

| | |
|---|---|
| ELA.8.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.<br>**Clarifications:**<br>*Clarification 1*: Review of words learned in this way is critical to building background knowledge and related vocabulary.<br>*Clarification 2*: See Context Clues and Word Relationships.<br>*Clarification 3*: See ELA.8.R.3.1 and Secondary Figurative Language. |

**Related Access Points**

| Name | Description |
|---|---|
| ELA.8.V.1.AP.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 |

| | |
|---|---|
| ELA.K12.EE.1.1: | Cite evidence to explain and justify reasoning.<br>**Clarifications:**<br>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.<br>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.<br>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.<br>6-8 Students continue with previous skills and use a style guide to create a proper citation.<br>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.<br>**Clarifications:**<br>See Text Complexity for grade-level complexity bands and a text complexity rubric. |
| ELA.K12.EE.3.1: | Make inferences to support comprehension.<br>**Clarifications:**<br>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. |
| | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.<br>**Clarifications:**<br>In kindergarten, students learn to listen to one another respectfully. |

| | |
|---|---|
| ELA.K12.EE.4.1: | 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.<br><br>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.<br><br>**Clarifications:**<br>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.<br><br>**Clarifications:**<br>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. |

# General Course Information and Notes

## VERSION DESCRIPTION

**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.

## 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:** 7810013

**Course Path: Section:** Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Academics - Subject Areas >

**Abbreviated Title:** ACCESS M/J LANG ARTS 3

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Status:** Course Approved

## 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 (Elementary Grades 1-6) Plus Exceptional Student Education (Elementary and Secondary Grades K-12) |
| English (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 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 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 (Elementary Grades 1-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12) |
| English (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 Integrated Curriculum (Middle Grades 5-9) |
| 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 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) |
| Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus English (Elementary Grades 1-6) |
| Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus English (Elementary Grades 1-6) |

## Course Standards

| Name | Description |
|---|---|
| MA.6.AR.1.1: | Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.<br><br>**Related Access Points**<br><br>**Name** / **Description**<br>MA.6.AR.1.AP.1: Write or select an algebraic expression that represents a real-world situation. |
| MA.6.AR.1.2: | Translate a real-world written description into an algebraic inequality in the form of $x > a$, $x < a$, $x \geq a$ or $x \leq a$. Represent the inequality on a number line.<br><br>**Clarifications:**<br>*Clarification 1:* Variables may be on the left or right side of the inequality symbol.<br><br>**Related Access Points**<br><br>**Name** / **Description**<br>MA.6.AR.1.AP.2: Write or select an inequality that represents a real-world situation. |
| MA.6.AR.1.3: | Evaluate algebraic expressions using substitution and order of operations.<br><br>**Clarifications:**<br>*Clarification 1:* Within this benchmark, the expectation is to perform all operations with integers.<br>*Clarification 2:* Refer to Properties of Operations, Equality and Inequality (Appendix D).<br><br>**Related Access Points**<br><br>**Name** / **Description**<br>MA.6.AR.1.AP.3: Solve an expression using substitution with no more than two operations. |
| MA.6.AR.1.4: | Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.<br><br>**Clarifications:**<br>*Clarification 1:* Properties include associative, commutative and distributive.<br>*Clarification 2:* Refer to Properties of Operations, Equality and Inequality (Appendix D).<br><br>**Related Access Points**<br><br>**Name** / **Description**<br>MA.6.AR.1.AP.4: Use tools or models to combine like terms in an expression with no more than four operations. |
| MA.6.AR.2.1: | Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false.<br><br>**Clarifications:**<br>*Clarification 1:* Problems include the variable in multiple terms or on either side of the equal sign or inequality symbol.<br><br>**Related Access Points**<br><br>**Name** / **Description**<br>MA.6.AR.2.AP.1: Choose which values, from a set of five or fewer integers, make an equation or inequality true. |
| MA.6.AR.2.2: | Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers.<br><br>**Clarifications:**<br>*Clarification 1:* Instruction includes using manipulatives, drawings, number lines and inverse operations.<br>*Clarification 2:* Instruction includes equations in the forms x+p=q and p+x=q, where x,p and q are any integer.<br><br>*Clarification 3:* Problems include equations where the variable may be on either side of the equal sign.<br><br>**Related Access Points**<br><br>**Name** / **Description**<br>MA.6.AR.2.AP.2: Solve real-world, one-step linear equations using addition and subtraction involving integers. |

MA.6.AR.2.3:

Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers.

**Clarifications:**
*Clarification 1*: Instruction includes using manipulatives, drawings, number lines and inverse operations.
*Clarification 2*: Instruction includes equations in the forms $x/p = q$, where $p \neq 0$, and $px = q$.

*Clarification 3*: Problems include equations where the variable may be on either side of the equal sign.

**Related Access Points**

| Name | Description |
|---|---|
| MA.6.AR.2.AP.3: | Solve real-world, one-step linear equations using multiplication and division involving integers. |

MA.6.AR.2.4:

Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position.

**Clarifications:**
*Clarification 1:* Instruction focuses on using algebraic reasoning, drawings, and mental math to determine unknowns.
*Clarification 2:* Problems include the unknown and different operations on either side of the equal sign. All terms and solutions are limited to positive rational numbers.

**Related Access Points**

| Name | Description |
|---|---|
| MA.6.AR.2.AP.4: | Solve a one-step equation using fractions with like denominators or decimals with place value ranging from the thousand to the thousandths. |

MA.6.AR.3.1:

Given a real-world context, write and interpret ratios to show the relative sizes of two quantities using appropriate notation: $\frac{a}{b}$, a to b, or a:b where b $\neq$ 0.

**Clarifications:**
*Clarification 1:* Instruction focuses on the understanding that a ratio can be described as a comparison of two quantities in either the same or different units.
*Clarification 2:* Instruction includes using manipulatives, drawings, models and words to interpret part-to-part ratios and part-to-whole ratios.

*Clarification 3:* The values of a and b are limited to whole numbers.

**Related Access Points**

| Name | Description |
|---|---|
| MA.6.AR.3.AP.1: | Given a real-world context, write and interpret ratios to show the relative sizes of two quantities using notation: a/b, a to b, or a:b where b ≠ 0 with guidance and support. |

MA.6.AR.3.2:

Given a real-world context, determine a rate for a ratio of quantities with different units. Calculate and interpret the corresponding unit rate.

**Clarifications:**
*Clarification 1:* Instruction includes using manipulatives, drawings, models and words and making connections between ratios, rates and unit rates.
*Clarification 2:* Problems will not include conversions between customary and metric systems.

**Related Access Points**

| Name | Description |
|---|---|
| MA.6.AR.3.AP.2: | Given a rate, calculate the unit rate for a ratio with different units. |

MA.6.AR.3.3:

Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios.

**Clarifications:**
*Clarification 1:* Instruction includes using two-column tables (e.g., a relationship between two variables) and three-column tables (e.g., part-to-part-to-whole relationship) to generate conversion charts and mixture charts.

**Related Access Points**

| Name | Description |
|---|---|
| MA.6.AR.3.AP.3: | Given a visual representation, write or select a ratio that describes the ratio relationship between part-to-part and part-to-whole ratios. |

MA.6.AR.3.4:

Apply ratio relationships to solve mathematical and real-world problems involving percentages using the relationship between two quantities.

**Clarifications:**
*Clarification 1:* Instruction includes the comparison of $\frac{part}{whole}$ to $\frac{percent}{100}$ in order to determine the percent, the part or the whole.

**Related Access Points**

| Name | Description |
|---|---|
| MA.6.AR.3.AP.4: | Calculate a percentage of quantity as rate per 100 using models (e.g., percent bars or 10 × 10 grids). |

MA.6.AR.3.5: Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the same measurement system.

**Clarifications:**
*Clarification 1:* Instruction includes the use of tables, tape diagrams and number lines.

**Related Access Points**

| Name | Description |
|---|---|
| MA.6.AR.3.AP.5a: | Use tools, models or manipulatives to solve problems involving ratio relationships including mixtures and ratios of length. |
| MA.6.AR.3.AP.5b: | Use tools, models or manipulatives to solve ratio, rate or unit rate problems involving conversions within the same measurement system. |

MA.6.DP.1.1: Recognize and formulate a statistical question that would generate numerical data.

**Related Access Points**

| Name | Description |
|---|---|
| MA.6.DP.1.AP.1: | Identify statistical questions from a list that would generate numerical data. |

MA.6.DP.1.2: Given a numerical data set within a real-world context, find and interpret mean, median, mode and range.

**Clarifications:**
*Clarification 1:* Numerical data is limited to positive rational numbers.

**Related Access Points**

| Name | Description |
|---|---|
| MA.6.DP.1.AP.2a: | Use tools to identify and calculate the mean, median, mode and range represented in a set of data with no more than five elements. |
| MA.6.DP.1.AP.2b: | Identify and explain what the mean and mode represent in a set of data with no more than five elements. |

MA.6.DP.1.3: Given a box plot within a real-world context, determine the minimum, the lower quartile, the median, the upper quartile and the maximum. Use this summary of the data to describe the spread and distribution of the data.

**Clarifications:**
*Clarification 1:* Instruction includes describing range, interquartile range, halves and quarters of the data.

**Related Access Points**

| Name | Description |
|---|---|
| MA.6.DP.1.AP.3: | Given a box plot, identify the value of the minimum, the lower quartile, the median, the upper quartile and the maximum. |

MA.6.DP.1.4: Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers and the range.

**Clarifications:**
*Clarification 1:* Refer to K-12 Mathematics Glossary (Appendix C).

**Related Access Points**

| Name | Description |
|---|---|
| MA.6.DP.1.AP.4: | Given a histogram or a line plot, describe the physical features of the graph. |

MA.6.DP.1.5: Create box plots and histograms to represent sets of numerical data within real-world contexts.

**Clarifications:**
*Clarification 1:* Instruction includes collecting data and discussing ways to collect truthful data to construct graphical representations.
*Clarification 2:* Within this benchmark, it is the expectation to use appropriate titles, labels, scales and units when constructing graphical representations.

*Clarification 3:* Numerical data is limited to positive rational numbers.

**Related Access Points**

| Name | Description |
|---|---|
| MA.6.DP.1.AP.5: | Create histograms to represent sets of numerical data with 10 or fewer elements. |

MA.6.DP.1.6: Given a real-world scenario, determine and describe how changes in data values impact measures of center and variation.

**Clarifications:**
*Clarification 1:* Instruction includes choosing the measure of center or measure of variation depending on the scenario.
*Clarification 2:* The measures of center are limited to mean and median. The measures of variation are limited to range and interquartile range.

*Clarification 3:* Numerical data is limited to positive rational numbers.

**Related Access Points**

| Name | Description |
|---|---|
| MA.6.DP.1.AP.6: | Calculate and identify changes (increase or decrease) in the median, mode or range when a data value is added or subtracted from a data set. |

MA.6.GR.1.1:

Extend previous understanding of the coordinate plane to plot rational number ordered pairs in all four quadrants and on both axes. Identify the x- or y-axis as the line of reflection when two ordered pairs have an opposite x- or y-coordinate.

**Related Access Points**

| Name | Description |
|---|---|
| MA.6.GR.1.AP.1: | Plot integer ordered pairs in all four quadrants and on both axes. |

MA.6.GR.1.2:

Find distances between ordered pairs, limited to the same x-coordinate or the same y-coordinate, represented on the coordinate plane.

**Related Access Points**

| Name | Description |
|---|---|
| MA.6.GR.1.AP.2: | Count the distance between two ordered pairs with the same x-coordinate or the same y-coordinate. |

MA.6.GR.1.3:

Solve mathematical and real-world problems by plotting points on a coordinate plane, including finding the perimeter or area of a rectangle.

**Clarifications:**
*Clarification 1:* Instruction includes finding distances between points, computing dimensions of a rectangle or determining a fourth vertex of a rectangle.
*Clarification 2:* Problems involving rectangles are limited to cases where the sides are parallel to the axes.

**Related Access Points**

| Name | Description |
|---|---|
| MA.6.GR.1.AP.3: | Given a rectangle plotted on the coordinate plane, find the perimeter or area of the rectangle. |

MA.6.GR.2.1:

Derive a formula for the area of a right triangle using a rectangle. Apply a formula to find the area of a triangle.

**Clarifications:**
*Clarification 1:* Instruction focuses on the relationship between the area of a rectangle and the area of a right triangle.
*Clarification 2:* Within this benchmark, the expectation is to know from memory a formula for the area of a triangle.

**Related Access Points**

| Name | Description |
|---|---|
| MA.6.GR.2.AP.1: | Given the formula, find the area of a triangle. |

MA.6.GR.2.2:

Solve mathematical and real-world problems involving the area of quadrilaterals and composite figures by decomposing them into triangles or rectangles.

**Clarifications:**
*Clarification 1:* Problem types include finding area of composite shapes and determining missing dimensions.
*Clarification 2:* Within this benchmark, the expectation is to know from memory a formula for the area of a rectangle and triangle.
*Clarification 3:* Dimensions are limited to positive rational numbers.

**Related Access Points**

| Name | Description |
|---|---|
| MA.6.GR.2.AP.2: | Decompose quadrilaterals and composite figures into simple shapes (rectangles or triangles) to measure area. |

MA.6.GR.2.3:

Solve mathematical and real-world problems involving the volume of right rectangular prisms with positive rational number edge lengths using a visual model and a formula.

**Clarifications:**
*Clarification 1:* Problem types include finding the volume or a missing dimension of a rectangular prism.

**Related Access Points**

| Name | Description |
|---|---|
| MA.6.GR.2.AP.3: | Given a real-world problem, find the volume of a rectangular prism using a visual model and the formula. |

MA.6.GR.2.4:

Given a mathematical or real-world context, find the surface area of right rectangular prisms and right rectangular pyramids using the figure's net.

**Clarifications:**
*Clarification 1:* Instruction focuses on representing a right rectangular prism and right rectangular pyramid with its net and on the connection between the surface area of a figure and its net.
*Clarification 2:* Within this benchmark, the expectation is to find the surface area when given a net or when given a three-dimensional figure.
*Clarification 3:* Problems involving right rectangular pyramids are limited to cases where the heights of triangles are given.
*Clarification 4:* Dimensions are limited to positive rational numbers.

**Related Access Points**

| Name | Description |
|---|---|
| MA.6.GR.2.AP.4: | Find the surface area of right rectangular prisms by adding the areas of the shapes forming the two-dimensional net. |

MA.6.NSO.1.1:

Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers.

**Clarifications:**
*Clarification 1:* Within this benchmark, the expectation is to plot, order and compare positive and negative rational numbers when given in the same form and to plot, order and compare positive rational numbers when given in different forms (fraction, decimal, percentage).
*Clarification 2:* Within this benchmark, the expectation is to use symbols (<, > or =).

**Related Access Points**

| Name | Description |
|---|---|
| MA.6.NSO.1.AP.1: | Plot, order and compare rational numbers (positive and negative integers within 10 from 0, fractions with common denominators, decimals up to the hundredths and percentages) in the same form. |

MA.6.NSO.1.2:

Given a mathematical or real-world context, represent quantities that have opposite direction using rational numbers. Compare them on a number line and explain the meaning of zero within its context.

**Clarifications:**
*Clarification 1:* Instruction includes vertical and horizontal number lines, context referring to distances, temperatures and finances and using informal verbal comparisons, such as, lower, warmer or more in debt.
*Clarification 2:* Within this benchmark, the expectation is to compare positive and negative rational numbers when given in the same form.

**Related Access Points**

| Name | Description |
|---|---|
| MA.6.NSO.1.AP.2: | Represent positive and negative numbers in the same form on a number line given a real-world situation and explain the meaning of zero within its context. |

MA.6.NSO.1.3:

Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers.

**Clarifications:**
*Clarification 1:* Instruction includes the connection of absolute value to mirror images about zero and to opposites.
*Clarification 2:* Instruction includes vertical and horizontal number lines and context referring to distances, temperature and finances.

**Related Access Points**

| Name | Description |
|---|---|
| MA.6.NSO.1.AP.3: | Find absolute value of a rational number ranging from –30 to 30 using a number line. |

MA.6.NSO.1.4:

Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value.

**Clarifications:**
*Clarification 1:* Absolute value situations include distances, temperatures and finances.
*Clarification 2:* Problems involving calculations with absolute value are limited to two or fewer operations.
*Clarification 3:* Within this benchmark, the expectation is to use integers only.

**Related Access Points**

| Name | Description |
|---|---|
| MA.6.NSO.1.AP.4: | Use manipulatives, models or tools to compare absolute value in mathematical and real-world problems. |

MA.6.NSO.2.1:

Multiply and divide positive multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.

**Clarifications:**
*Clarification 1:* Multi-digit decimals are limited to no more than 5 total digits.

**Related Access Points**

| Name | Description |
|---|---|
| MA.6.NSO.2.AP.1: | Solve one-step multiplication and division problems involving positive decimals whose place value ranges from the tens to the hundredths places. |

MA.6.NSO.2.2:

Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency.

**Clarifications:**
*Clarification 1:* Instruction focuses on making connections between visual models, the relationship between multiplication and division, reciprocals and algorithms.

**Related Access Points**

| Name | Description |
|---|---|
| MA.6.NSO.2.AP.2: | Use tools to calculate the product and quotient of positive fractions by positive fractions, including mixed numbers, using the standard algorithms. |

MA.6.NSO.2.3:

Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers.

**Clarifications:**
*Clarification 1:* Within this benchmark, it is not the expectation to include both decimals and fractions within a single problem.

**Related Access Points**

| Name | Description |
|---|---|
| MA.6.NSO.2.AP.3a: | Solve one-step real-world problems involving any of the four operations with positive decimals ranging from the hundreds to hundredth place value. |
| MA.6.NSO.2.AP.3b: | Solve one-step real-world problems involving any of the four operations with positive fractions and mixed numbers with like denominators. |

MA.6.NSO.3.1:

Given a mathematical or real-world context, find the greatest common factor and least common multiple of two whole numbers.

**Clarifications:**
*Clarification 1:* Within this benchmark, expectations include finding greatest common factor within 1,000 and least common multiple with factors to 25.
*Clarification 2*: Instruction includes finding the greatest common factor of the numerator and denominator of a fraction to simplify a fraction.

**Related Access Points**

| Name | Description |
|---|---|
| MA.6.NSO.3.AP.1: | Use tools to find the greatest common factor and least common multiple of two whole numbers 50 or less. |

MA.6.NSO.3.2:

Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers.

**Clarifications:**
*Clarification 1:* Instruction includes using the distributive property to generate equivalent expressions.

**Related Access Points**

| Name | Description |
|---|---|
| MA.6.NSO.3.AP.2: | Use the distributive property to express a number as the sum of two whole numbers multiplied by a common factor. |

MA.6.NSO.3.3:

Evaluate positive rational numbers and integers with natural number exponents.

**Clarifications:**
*Clarification 1:* Within this benchmark, expectations include using natural number exponents up to 5.

**Related Access Points**

| Name | Description |
|---|---|
| MA.6.NSO.3.AP.3a: | Identify what an exponent represents (e.g., $8^3 = 8 \times 8 \times 8$). |
| MA.6.NSO.3.AP.3b: | Solve numerical expressions involving whole-number bases and exponents (e.g.,$5+2^4 \times 6=101$). |

MA.6.NSO.3.4:

Express composite whole numbers as a product of prime factors with natural number exponents.

**Related Access Points**

| Name | Description |
|---|---|
| MA.6.NSO.3.AP.4: | 4 Use a tool to show the prime factors of a composite whole number (e.g., 20 = 2 × 2 × 5). |

MA.6.NSO.3.5:

Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages.

**Clarifications:**
*Clarification 1:* Rational numbers include decimal equivalence up to the thousandths place.

**Related Access Points**

| Name | Description |
|---|---|
| MA.6.NSO.3.AP.5: | Rewrite a positive rational number 3 or less, as a fraction, decimal or a percent. |

MA.6.NSO.4.1:

Apply and extend previous understandings of operations with whole numbers to add and subtract integers with procedural fluency.

**Clarifications:**
*Clarification 1:* Instruction begins with the use of manipulatives, models and number lines working towards becoming procedurally fluent by the end of grade 6.
*Clarification 2:* Instruction focuses on the inverse relationship between the operations of addition and subtraction. If p and q are integers, then p-q=p+(-q) and p+q=p-(-q).

**Related Access Points**

| Name | Description |
|---|---|
| MA.6.NSO.4.AP.1: | Use tools to add and subtract integers between 50 and −50. |

Apply and extend previous understandings of operations with whole numbers to multiply and divide integers with procedural fluency.

MA.6.NSO.4.2:

**Clarifications:**
*Clarification 1:* Instruction includes the use of models and number lines and the inverse relationship between multiplication and division, working towards becoming procedurally fluent by the end of grade 6.
*Clarification 2:* Instruction focuses on the understanding that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers where q≠0, then $-\left(\frac{p}{q}\right)=\frac{-p}{q}$, $-\left(\frac{p}{q}\right)=\frac{p}{-q}$ and $\frac{p}{q}=\frac{-p}{-q}$.

### Related Access Points

| Name | Description |
|---|---|
| MA.6.NSO.4.AP.2: | Use tools to multiply and divide integers between 20 and −20. |

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.**<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>• Focus on relevant details within a problem.<br>• Create plans and procedures to logically order events, steps or ideas to solve problems.<br>• Decompose a complex problem into manageable parts.<br>• Relate previously learned concepts to new concepts.<br>• Look for similarities among problems.<br>• Connect solutions of problems to more complicated large-scale situations.<br>**Clarifications:**<br>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:<br>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.<br>• Support students to develop generalizations based on the similarities found among problems.<br>• Provide opportunities for students to create plans and procedures to solve problems.<br>• 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.**<br>Mathematicians who assess the reasonableness of solutions:<br>• Estimate to discover possible solutions.<br>• Use benchmark quantities to determine if a solution makes sense.<br>• Check calculations when solving problems.<br>• Verify possible solutions by explaining the methods used.<br>• Evaluate results based on the given context.<br>**Clarifications:**<br>Teachers who encourage students to assess the reasonableness of solutions:<br>• Have students estimate or predict solutions prior to solving.<br>• Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>• Reinforce that students check their work as they progress within and after a task.<br>• Strengthen students' ability to verify solutions through justifications. |
| MA.K12.MTR.7.1: | **Apply mathematics to real-world contexts.**<br>Mathematicians who apply mathematics to real-world contexts:<br>• Connect mathematical concepts to everyday experiences.<br>• Use models and methods to understand, represent and solve problems.<br>• Perform investigations to gather data or determine if a method is appropriate.<br>• Redesign models and methods to improve accuracy or efficiency.<br>**Clarifications:**<br>Teachers who encourage students to apply mathematics to real-world contexts:<br>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.<br>• Challenge students to question the accuracy of their models and methods.<br>• Support students as they validate conclusions by comparing them to the given situation.<br>• Indicate how various concepts can be applied to other disciplines. |
| ELA.K12.EE.1.1: | Cite evidence to explain and justify reasoning.<br>**Clarifications:**<br>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.<br>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.<br>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.<br>6-8 Students continue with previous skills and use a style guide to create a proper citation.<br>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.<br>**Clarifications:**<br>See Text Complexity for grade-level complexity bands and a text complexity rubric. |
| ELA.K12.EE.3.1: | Make inferences to support comprehension.<br>**Clarifications:**<br>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.<br>**Clarifications:**<br>In kindergarten, students learn to listen to one another respectfully.<br>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.<br>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. |

| | |
|---|---|
| | Use the accepted rules governing a specific format to create quality work. |
| ELA.K12.EE.5.1: | **Clarifications:**<br>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. |
| | Use appropriate voice and tone when speaking or writing. |
| ELA.K12.EE.6.1: | **Clarifications:**<br>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. |

# General Course Information and Notes

## VERSION DESCRIPTION

**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.

## 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:** 7812015

**Course Path: Section:** Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Academics - Subject Areas >

**Abbreviated Title:** ACCESS M/J GR 6 MATH

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Status:** Course Approved

## Educator Certifications

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|---|
| 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 (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 (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 (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) |

| |
|---|
| 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 (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 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 Middle Grades Mathematics (Middle Grades 5-9) |
| Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Middle Grades Mathematics (Middle Grades 5-9) |
| 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) |

## Course Standards

| Name | Description |
|---|---|
| MA.7.AR.1.1: | Apply properties of operations to add and subtract linear expressions with rational coefficients.<br>**Clarifications:**<br>*Clarification 1:* Instruction includes linear expressions in the form ax±b or b±ax, where a and b are rational numbers.<br>*Clarification 2:* Refer to Properties of Operations, Equality and Inequality (Appendix D).<br>**Related Access Points**<br>Name: MA.7.AR.1.AP.1: Description: Add and subtract linear expressions that include like terms. |
| MA.7.AR.1.2: | Determine whether two linear expressions are equivalent.<br>**Clarifications:**<br>*Clarification 1:* Instruction includes using properties of operations accurately and efficiently.<br>*Clarification 2:* Instruction includes linear expressions in any form with rational coefficients.<br>*Clarification 3:* Refer to Properties of Operations, Equality and Inequality (Appendix D).<br>**Related Access Points**<br>Name: MA.7.AR.1.AP.2: Description: Use tools or manipulatives to compare two linear expressions, with no more than two operations, to determine whether they are equivalent. |
| MA.7.AR.2.1: | Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.<br>**Clarifications:**<br>*Clarification 1:* Instruction focuses on the properties of inequality. Refer to Properties of Operations, Equality and Inequality (Appendix D).<br>*Clarification 2:* Instruction includes inequalities in the forms $px > q$; $\frac{x}{p} > q$; x±p>q and p±x>q, where p and q are specific rational numbers and any inequality symbol can be represented.<br>*Clarification 3:* Problems include inequalities where the variable may be on either side of the inequality symbol.<br>**Related Access Points**<br>Name: MA.7.AR.2.AP.1: Description: Select a one-step inequality from a list that represents a real-world situation and given a set of three or fewer values, use substitution to solve. |
| MA.7.AR.2.2: | Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.<br>**Clarifications:**<br>*Clarification 1:* Instruction focuses the application of the properties of equality. Refer to Properties of Operations, Equality and Inequality (Appendix D).<br>*Clarification 2:* Instruction includes equations in the forms px±q=r and p(x±q)=r, where p, q and r are specific rational numbers.<br>*Clarification 3:* Problems include linear equations where the variable may be on either side of the equal sign.<br>**Related Access Points**<br>Name: MA.7.AR.2.AP.2a: Description: Set up two-step equations in one variable based on real-world problems.<br>Name: MA.7.AR.2.AP.2b: Description: Solve two-step equations in one variable based on real-world problems, where all terms have positive integer coefficients. |
| MA.7.AR.3.1: | Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.<br>**Clarifications:**<br>*Clarification 1:* Instruction includes discounts, markups, simple interest, tax, tips, fees, percent increase, percent decrease and percent error.<br>**Related Access Points**<br>Name: MA.7.AR.3.AP.1: Description: Solve simple percentage problems in real-world contexts. |

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|---|---|
| MA.7.AR.3.2: | Apply previous understanding of ratios to solve real-world problems involving proportions. |

**Related Access Points**

| Name | Description |
|---|---|
| MA.7.AR.3.AP.2: | Solve simple ratio problems in real-world contexts. |

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|---|---|
| MA.7.AR.3.3: | Solve mathematical and real-world problems involving the conversion of units across different measurement systems. |

**Related Access Points**

| Name | Description |
|---|---|
| MA.7.AR.3.AP.3: | Use tools to solve real-world problems involving conversion of units in the same measurement system. |

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|---|---|
| MA.7.AR.4.1: | Determine whether two quantities have a proportional relationship by examining a table, graph or written description.<br>**Clarifications:**<br>*Clarification 1:* Instruction focuses on the connection to ratios and on the constant of proportionality, which is the ratio between two quantities in a proportional relationship. |

**Related Access Points**

| Name | Description |
|---|---|
| MA.7.AR.4.AP.1: | Given a table or a graph, determine whether two quantities have a proportional relationship. |

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|---|---|
| MA.7.AR.4.2: | Determine the constant of proportionality within a mathematical or real-world context given a table, graph or written description of a proportional relationship. |

**Related Access Points**

| Name | Description |
|---|---|
| MA.7.AR.4.AP.2: | Identify the constant of proportionality when given a table or graph of a proportional relationship. |

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|---|---|
| MA.7.AR.4.3: | Given a mathematical or real-world context, graph proportional relationships from a table, equation or a written description.<br>**Clarifications:**<br>*Clarification 1:* Instruction includes equations of proportional relationships in the form of y=px, where p is the constant of proportionality. |

**Related Access Points**

| Name | Description |
|---|---|
| MA.7.AR.4.AP.3: | Given a table or equation, graph a proportional relationship. |

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|---|---|
| MA.7.AR.4.4: | Given any representation of a proportional relationship, translate the representation to a written description, table or equation.<br>**Clarifications:**<br>*Clarification 1:* Given representations are limited to a written description, graph, table or equation.<br>*Clarification 2:* Instruction includes equations of proportional relationships in the form of y=px, where p is the constant of proportionality. |

**Related Access Points**

| Name | Description |
|---|---|
| MA.7.AR.4.AP.4: | Given a table representation of a proportional relationship, translate the relationship into an equation or a graph. |

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|---|---|
| MA.7.AR.4.5: | Solve real-world problems involving proportional relationships. |

**Related Access Points**

| Name | Description |
|---|---|
| MA.7.AR.4.AP.5: | Solve simple real-world problems involving proportional relationships. |

| | |
|---|---|
| MA.7.DP.1.1: | Determine an appropriate measure of center or measure of variation to summarize numerical data, represented numerically or graphically, taking into consideration the context and any outliers.<br>**Clarifications:**<br>*Clarification 1:* Instruction includes recognizing whether a measure of center or measure of variation is appropriate and can be justified based on the given context or the statistical purpose.<br>*Clarification 2:* Graphical representations are limited to histograms, line plots, box plots and stem-and-leaf plots.<br>*Clarification 3:* The measure of center is limited to mean and median. The measure of variation is limited to range and interquartile range. |

**Related Access Points**

| Name | Description |
|---|---|
| MA.7.DP.1.AP.1: | Use context to determine the appropriate measure of center (mean or median) or range to summarize a numerical data set with 10 or fewer elements, represented numerically or graphically. |

| | |
|---|---|
| | Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to make comparisons, interpret results and draw conclusions about the two populations. |

MA.7.DP.1.2:

**Clarifications:**
*Clarification 1:* Graphical representations are limited to histograms, line plots, box plots and stem-and-leaf plots.
*Clarification 2:* The measure of center is limited to mean and median. The measure of variation is limited to range and interquartile range.

**Related Access Points**

| Name | Description |
|---|---|
| MA.7.DP.1.AP.2: | Given two numerical or graphical representations of data in the same form, compare the mean, median or range of each representation. |

MA.7.DP.1.3: Given categorical data from a random sample, use proportional relationships to make predictions about a population.

**Related Access Points**

| Name | Description |
|---|---|
| MA.7.DP.1.AP.3: | Given data from a random sample of the population, select from a list an appropriate prediction about the population based on the data. |

MA.7.DP.1.4: Use proportional reasoning to construct, display and interpret data in circle graphs.

**Clarifications:**
*Clarification 1:* Data is limited to no more than 6 categories.

**Related Access Points**

| Name | Description |
|---|---|
| MA.7.DP.1.AP.4: | Use proportional reasoning to interpret data in a pie chart. |

MA.7.DP.1.5: Given a real-world numerical or categorical data set, choose and create an appropriate graphical representation.

**Clarifications:**
*Clarification 1:* Graphical representations are limited to histograms, bar charts, circle graphs, line plots, box plots and stem-and-leaf plots.

**Related Access Points**

| Name | Description |
|---|---|
| MA.7.DP.1.AP.5: | Given a data set, select an appropriate graphical representation (histogram, bar chart, or line plot). |

MA.7.DP.2.1: Determine the sample space for a simple experiment.

**Clarifications:**
*Clarification 1:* Simple experiments include tossing a fair coin, rolling a fair die, picking a card randomly from a deck, picking marbles randomly from a bag and spinning a fair spinner.

**Related Access Points**

| Name | Description |
|---|---|
| MA.7.DP.2.AP.1: | Use tree diagrams, frequency tables, organized lists, and/or simulations to collect data from a simple experiment. |

MA.7.DP.2.2: Given the probability of a chance event, interpret the likelihood of it occurring. Compare the probabilities of chance events.

**Clarifications:**
*Clarification 1:* Instruction includes representing probability as a fraction, percentage or decimal between 0 and 1 with probabilities close to 1 corresponding to highly likely events and probabilities close to 0 corresponding to highly unlikely events.
*Clarification 2:* Instruction includes P(event) notation.

*Clarification 3:* Instruction includes representing probability as a fraction, percentage or decimal.

**Related Access Points**

| Name | Description |
|---|---|
| MA.7.DP.2.AP.2: | Given the probability of a simple chance event written as a fraction, percentage or decimal between 0 and 1, determine how likely is it that an event will occur. |

MA.7.DP.2.3: Find the theoretical probability of an event related to a simple experiment.

**Clarifications:**
*Clarification 1:* Instruction includes representing probability as a fraction, percentage or decimal.
*Clarification 2:* Simple experiments include tossing a fair coin, rolling a fair die, picking a card randomly from a deck, picking marbles randomly from a bag and spinning a fair spinner.

**Related Access Points**

| Name | Description |
|---|---|
| MA.7.DP.2.AP.3: | Determine the theoretical probability of a simple chance event. |

Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.

**Clarifications:**

MA.7.DP.2.4:

*Clarification 1:* Instruction includes representing probability as a fraction, percentage or decimal.
*Clarification 2:* Instruction includes recognizing that experimental probabilities may differ from theoretical probabilities due to random variation. As the number of repetitions increases experimental probabilities will typically better approximate the theoretical probabilities.

*Clarification 3:* Experiments include tossing a fair coin, rolling a fair die, picking a card randomly from a deck, picking marbles randomly from a bag and spinning a fair spinner.

**Related Access Points**

| Name | Description |
|---|---|
| MA.7.DP.2.AP.4: | Conduct a simple experiment to find experimental probabilities. |

MA.7.GR.1.1:

Apply formulas to find the areas of trapezoids, parallelograms and rhombi.

**Clarifications:**
*Clarification 1:* Instruction focuses on the connection from the areas of trapezoids, parallelograms and rhombi to the areas of rectangles or triangles.
*Clarification 2:* Within this benchmark, the expectation is not to memorize area formulas for trapezoids, parallelograms and rhombi.

**Related Access Points**

| Name | Description |
|---|---|
| MA.7.GR.1.AP.1: | Given the formulas, find the area of parallelograms and rhombi. |

MA.7.GR.1.2:

Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.

**Clarifications:**
*Clarification 1:* Within this benchmark, the expectation is not to find areas of figures on the coordinate plane or to find missing dimensions.

**Related Access Points**

| Name | Description |
|---|---|
| MA.7.GR.1.AP.2: | Decompose complex shapes (polygon, trapezoid, and pentagon) into simple shapes (rectangles, squares, triangles) to measure area. |

MA.7.GR.1.3:

Explore the proportional relationship between circumferences and diameters of circles. Apply a formula for the circumference of a circle to solve mathematical and real-world problems.

**Clarifications:**
*Clarification 1:* Instruction includes the exploration and analysis of circular objects to examine the proportional relationship between circumference and diameter and arrive at an approximation of pi (π) as the constant of proportionality.
*Clarification 2:* Solutions may be represented in terms of pi (π) or approximately.

**Related Access Points**

| Name | Description |
|---|---|
| MA.7.GR.1.AP.3: | Apply a given formula for the circumference of a circle to solve mathematical problems. |

MA.7.GR.1.4:

Explore and apply a formula to find the area of a circle to solve mathematical and real-world problems.

**Clarifications:**
*Clarification 1:* Instruction focuses on the connection between formulas for the area of a rectangle and the area of a circle.
*Clarification 2:* Problem types include finding areas of fractional parts of a circle.

*Clarification 3:* Solutions may be represented in terms of pi (π) or approximately.

**Related Access Points**

| Name | Description |
|---|---|
| MA.7.GR.1.AP.4: | Apply a given formula to find the area of a circle to solve mathematical problems. |

MA.7.GR.1.5:

Solve mathematical and real-world problems involving dimensions and areas of geometric figures, including scale drawings and scale factors.

**Clarifications:**
*Clarification 1:* Instruction focuses on seeing the scale factor as a constant of proportionality between corresponding lengths in the scale drawing and the original object.
*Clarification 2:* Instruction includes the understanding that if the scaling factor is k, then the constant of proportionality between corresponding areas is $k^2$ .

*Clarification 3:* Problem types include finding the scale factor given a set of dimensions as well as finding dimensions when given a scale factor.

**Related Access Points**

| Name | Description |
|---|---|
| MA.7.GR.1.AP.5: | Use a scale factor to draw a scale drawing of a real-world two-dimensional polygon on graph paper. |

Given a mathematical or real-world context, find the surface area of a right circular cylinder using the figure's net.

**Clarifications:**

MA.7.GR.2.1:

*Clarification 1:* Instruction focuses on representing a right circular cylinder with its net and on the connection between surface area of a figure and its net.
*Clarification 2:* Within this benchmark, the expectation is to find the surface area when given a net or when given a three-dimensional figure.

*Clarification 3:* Within this benchmark, the expectation is not to memorize the surface area formula for a right circular cylinder. Clarification 4: Solutions may be represented in terms of pi (π) or approximately.

**Related Access Points**

| Name | Description |
|---|---|
| MA.7.GR.2.AP.1: | Match the parts of a given formula to the right circular cylinder using the figure's net. |

MA.7.GR.2.2:

Solve real-world problems involving surface area of right circular cylinders.

**Clarifications:**
*Clarification 1:* Within this benchmark, the expectation is not to memorize the surface area formula for a right circular cylinder or to find radius as a missing dimension.
*Clarification 2:* Solutions may be represented in terms of pi (π) or approximately.

**Related Access Points**

| Name | Description |
|---|---|
| MA.7.GR.2.AP.2: | Given the formula, use tools to find the surface area of a right circular cylinder using the figure's net. |

MA.7.GR.2.3:

Solve mathematical and real-world problems involving volume of right circular cylinders.

**Clarifications:**
*Clarification 1:* Within this benchmark, the expectation is not to memorize the volume formula for a right circular cylinder or to find radius as a missing dimension.
*Clarification 2:* Solutions may be represented in terms of pi (π) or approximately.

**Related Access Points**

| Name | Description |
|---|---|
| MA.7.GR.2.AP.3: | Given a formula, use tools to calculate the volume of right circular cylinders. |

MA.7.NSO.1.1:

Know and apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to whole-number exponents and rational number bases.

**Clarifications:**
*Clarification 1:* Instruction focuses on building the Laws of Exponents from specific examples. Refer to the K-12 Formulas (Appendix E) for the Laws of Exponents.
*Clarification 2:* Problems in the form $\frac{a^n}{a^m} = a^p$ must result in a whole-number value for p.

**Related Access Points**

| Name | Description |
|---|---|
| MA.7.NSO.1.AP.1: | Use properties of whole number exponents to produce equivalent expressions. |

MA.7.NSO.1.2:

Rewrite rational numbers in different but equivalent forms including fractions, mixed numbers, repeating decimals and percentages to solve mathematical and real-world problems.

**Related Access Points**

| Name | Description |
|---|---|
| MA.7.NSO.1.AP.2: | Rewrite positive rational numbers in different but equivalent forms such as fractions, mixed numbers, repeating decimals and/or percentages to solve problems. |

MA.7.NSO.2.1:

Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.

**Clarifications:**
*Clarification 1:* Multi-step expressions are limited to 6 or fewer steps.

**Related Access Points**

| Name | Description |
|---|---|
| MA.7.NSO.2.AP.1: | Solve mathematical problems, using no more than four operations, with rational numbers including grouping symbols, whole-number exponents and absolute value. |

MA.7.NSO.2.2:

Add, subtract, multiply and divide rational numbers with procedural fluency.

**Related Access Points**

| Name | Description |
|---|---|
| MA.7.NSO.2.AP.2: | Using tools or models, add, subtract, multiply and divide rational numbers. |

Solve real-world problems involving any of the four operations with rational numbers.

MA.7.NSO.2.3:

**Clarifications:**
*Clarification 1:* Instruction includes using one or more operations to solve problems.

**Related Access Points**

| Name | Description |
|---|---|
| MA.7.NSO.2.AP.3: | Using tools or models, solve real-world problems involving any of the four operations with rational numbers. |

**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.

MA.K12.MTR.1.1:

**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.

**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.

MA.K12.MTR.2.1:

**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.

**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.

MA.K12.MTR.3.1:

**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.

**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.

MA.K12.MTR.4.1:

**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.

**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.

| | |
|---|---|
| MA.K12.MTR.5.1: | • Create plans and procedures to logically order events, steps or ideas to solve problems.<br>• Decompose a complex problem into manageable parts.<br>• Relate previously learned concepts to new concepts.<br>• Look for similarities among problems.<br>• Connect solutions of problems to more complicated large-scale situations.<br>**Clarifications:**<br>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:<br>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.<br>• Support students to develop generalizations based on the similarities found among problems.<br>• Provide opportunities for students to create plans and procedures to solve problems.<br>• 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.**<br>Mathematicians who assess the reasonableness of solutions:<br>• Estimate to discover possible solutions.<br>• Use benchmark quantities to determine if a solution makes sense.<br>• Check calculations when solving problems.<br>• Verify possible solutions by explaining the methods used.<br>• Evaluate results based on the given context.<br>**Clarifications:**<br>Teachers who encourage students to assess the reasonableness of solutions:<br>• Have students estimate or predict solutions prior to solving.<br>• Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>• Reinforce that students check their work as they progress within and after a task.<br>• Strengthen students' ability to verify solutions through justifications. |
| MA.K12.MTR.7.1: | **Apply mathematics to real-world contexts.**<br>Mathematicians who apply mathematics to real-world contexts:<br>• Connect mathematical concepts to everyday experiences.<br>• Use models and methods to understand, represent and solve problems.<br>• Perform investigations to gather data or determine if a method is appropriate.<br>• Redesign models and methods to improve accuracy or efficiency.<br>**Clarifications:**<br>Teachers who encourage students to apply mathematics to real-world contexts:<br>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.<br>• Challenge students to question the accuracy of their models and methods.<br>• Support students as they validate conclusions by comparing them to the given situation.<br>• Indicate how various concepts can be applied to other disciplines. |
| ELA.K12.EE.1.1: | Cite evidence to explain and justify reasoning.<br>**Clarifications:**<br>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.<br>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.<br>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.<br>6-8 Students continue with previous skills and use a style guide to create a proper citation.<br>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.<br>**Clarifications:**<br>See Text Complexity for grade-level complexity bands and a text complexity rubric. |
| ELA.K12.EE.3.1: | Make inferences to support comprehension.<br>**Clarifications:**<br>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.<br>**Clarifications:**<br>In kindergarten, students learn to listen to one another respectfully.<br>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.<br>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. |
| | Use the accepted rules governing a specific format to create quality work.<br>**Clarifications:** |

| | |
|---|---|
| ELA.K12.EE.5.1: | 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.<br>**Clarifications:**<br>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. |

# General Course Information and Notes

## VERSION DESCRIPTION

**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.

## 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:** 7812020

**Course Path: Section:** Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Academics - Subject Areas >

**Abbreviated Title:** ACCESS M/J GR 7 MATH

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Status:** Course Approved

## Educator Certifications

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| 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) |

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| 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) |
| 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) |

## Course Standards

| Name | Description |
|---|---|
| MA.8.AR.1.1: | Apply the Laws of Exponents to generate equivalent algebraic expressions, limited to integer exponents and monomial bases.<br>**Clarifications:**<br>*Clarification 1:* Refer to the K-12 Formulas (Appendix E) for the Laws of Exponents.<br>**Related Access Points**<br>Name: MA.8.AR.1.AP.1: Description: Use the properties of integer exponents and product/quotient of powers with like bases to produce equivalent algebraic expressions limited to positive exponents and monomial bases. |
| MA.8.AR.1.2: | Apply properties of operations to multiply two linear expressions with rational coefficients.<br>**Clarifications:**<br>*Clarification 1:* Problems are limited to products where at least one of the factors is a monomial.<br>*Clarification 2:* Refer to Properties of Operations, Equality and Inequality (Appendix D).<br>**Related Access Points**<br>Name: MA.8.AR.1.AP.2: Description: Use the distributive property to multiply a monomial by a linear expression. |
| MA.8.AR.1.3: | Rewrite the sum of two algebraic expressions having a common monomial factor as a common factor multiplied by the sum of two algebraic expressions.<br>**Related Access Points**<br>Name: MA.8.AR.1.AP.3: Description: Rewrite the sum of two linear algebraic expressions having a common whole number monomial factor as the common factor multiplied by the sum of two linear algebraic expressions. |
| MA.8.AR.2.1: | Solve multi-step linear equations in one variable, with rational number coefficients. Include equations with variables on both sides.<br>**Clarifications:**<br>*Clarification 1:* Problem types include examples of one-variable linear equations that generate one solution, infinitely many solutions or no solution.<br>**Related Access Points**<br>Name: MA.8.AR.2.AP.1a: Description: Identify the steps to solve a given multi-step equation in one variable, with integers coefficients. Include equations with variables on both sides.<br>MA.8.AR.2.AP.1b: Solve multi-step equations in one variable, with integers coefficients. Include equations with variables on both sides. |
| MA.8.AR.2.2: | Solve two-step linear inequalities in one variable and represent solutions algebraically and graphically.<br>**Clarifications:**<br>*Clarification 1:* Instruction includes inequalities in the forms px±q>r and p(x±q)>r, where p, q and r are specific rational numbers and where any inequality symbol can be represented.<br>*Clarification 2:* Problems include inequalities where the variable may be on either side of the inequality.<br>**Related Access Points**<br>Name: MA.8.AR.2.AP.2: Description: Select a two-step inequality from a list that represents a real-world situation and use substitution to solve. |
| MA.8.AR.2.3: | Given an equation in the form of $x^2=p$ and $x^3=q$, where p is a whole number and q is an integer, determine the real solutions.<br>**Clarifications:**<br>*Clarification 1:* Instruction focuses on understanding that when solving $x^2=p$, there is both a positive and negative solution.<br>*Clarification 2:* Within this benchmark, the expectation is to calculate square roots of perfect squares up to 225 and cube roots of perfect cubes from -125 to 125.<br>**Related Access Points**<br>Name: Description: |

| | |
|---|---|
| MA.8.AR.2.AP.3: | Given an equation in the form of $x^2 = p$ and $x^3 = q$, use tools to determine real solutions where $p$ is a perfect square up to 144 and $q$ is a perfect cube from –125 to 125. |

Determine if a linear relationship is also a proportional relationship.

MA.8.AR.3.1:

**Clarifications:**
*Clarification 1:* Instruction focuses on the understanding that proportional relationships are linear relationships whose graph passes through the origin.
*Clarification 2:* Instruction includes the representation of relationships using tables, graphs, equations and written descriptions.

**Related Access Points**

| Name | Description |
|---|---|
| MA.8.AR.3.AP.1: | Given a table, a graph, or equation, determine whether a linear relationship is proportional. |

MA.8.AR.3.2:

Given a table, graph or written description of a linear relationship, determine the slope.

**Clarifications:**
*Clarification 1:* Problem types include cases where two points are given to determine the slope.
*Clarification 2:* Instruction includes making connections of slope to the constant of proportionality and to similar triangles represented on the coordinate plane.

**Related Access Points**

| Name | Description |
|---|---|
| MA.8.AR.3.AP.2: | Given a table or graph of a linear relationship, identify the slope. |

MA.8.AR.3.3:

Given a table, graph or written description of a linear relationship, write an equation in slope-intercept form.

**Related Access Points**

| Name | Description |
|---|---|
| MA.8.AR.3.AP.3: | Given a table or graph of a linear relationship, identify from a list, the equation in slope-intercept form. |

MA.8.AR.3.4:

Given a mathematical or real-world context, graph a two-variable linear equation from a written description, a table or an equation in slope-intercept form.

**Related Access Points**

| Name | Description |
|---|---|
| MA.8.AR.3.AP.4: | Graph a two-variable linear equation from a table or an equation in slope-intercept form. |

MA.8.AR.3.5:

Given a real-world context, determine and interpret the slope and y-intercept of a two-variable linear equation from a written description, a table, a graph or an equation in slope-intercept form.

**Clarifications:**
*Clarification 1:* Problems include conversions with temperature and equations of lines of fit in scatter plots.

**Related Access Points**

| Name | Description |
|---|---|
| MA.8.AR.3.AP.5: | Given a real-world context, identify the slope and y-intercept of a two-variable linear equation from a table, a graph or an equation in slope-intercept form. |

MA.8.AR.4.1:

Given a system of two linear equations and a specified set of possible solutions, determine which ordered pairs satisfy the system of linear equations.

**Clarifications:**
*Clarification 1:* Instruction focuses on the understanding that a solution to a system of equations satisfies both linear equations simultaneously.

**Related Access Points**

| Name | Description |
|---|---|
| MA.8.AR.4.AP.1a: | Given a system of two linear equations displayed on a graph, identify the solution of a system as the point where the two lines intersect. |
| MA.8.AR.4.AP.1b: | Identify the coordinates of the point of intersection for two linear equations plotted on a coordinate plane. |

MA.8.AR.4.2:

Given a system of two linear equations represented graphically on the same coordinate plane, determine whether there is one solution, no solution or infinitely many solutions.

**Related Access Points**

| Name | Description |
|---|---|
| MA.8.AR.4.AP.2: | Given a system of two linear equations represented graphically on the same coordinate plane, identify whether there is one solution or no solution. |

Given a mathematical or real-world context, solve systems of two linear equations by graphing.

**Clarifications:**

MA.8.AR.4.3:

*Clarification 1:* Instruction includes approximating non-integer solutions.
*Clarification 2:* Within this benchmark, it is the expectation to represent systems of linear equations in slope-intercept form only.

*Clarification 3:* Instruction includes recognizing that parallel lines have the same slope.

**Related Access Points**

| Name | Description |
|---|---|
| MA.8.AR.4.AP.3: | Given two sets of coordinates for two lines, plot the lines on a coordinate plane and describe or select the solution to a system of linear equations. |

MA.8.DP.1.1:

Given a set of real-world bivariate numerical data, construct a scatter plot or a line graph as appropriate for the context.

**Clarifications:**
*Clarification 1:* Instruction includes recognizing similarities and differences between scatter plots and line graphs, and on determining which is more appropriate as a representation of the data based on the context.
*Clarification 2:* Sets of data are limited to 20 points.

**Related Access Points**

| Name | Description |
|---|---|
| MA.8.DP.1.AP.1: | Graph bivariate data using a scatter plot. |

MA.8.DP.1.2:

Given a scatter plot within a real-world context, describe patterns of association.

**Clarifications:**
*Clarification 1:* Descriptions include outliers; positive or negative association; linear or nonlinear association; strong or weak association.

**Related Access Points**

| Name | Description |
|---|---|
| MA.8.DP.1.AP.2: | Given a scatter plot, identify whether the patterns of association are no association, positive association, negative association, linear or nonlinear. |

MA.8.DP.1.3:

Given a scatter plot with a linear association, informally fit a straight line.

**Clarifications:**
*Clarification 1:* Instruction focuses on the connection to linear functions.
*Clarification 2:* Instruction includes using a variety of tools, including a ruler, to draw a line with approximately the same number of points above and below the line.

**Related Access Points**

| Name | Description |
|---|---|
| MA.8.DP.1.AP.3: | Given a scatter plot with a linear association, use tools to draw or place a line of fit. |

MA.8.DP.2.1:

Determine the sample space for a repeated experiment.

**Clarifications:**
*Clarification 1:* Instruction includes recording sample spaces for repeated experiments using organized lists, tables or tree diagrams.
*Clarification 2:* Experiments to be repeated are limited to tossing a fair coin, rolling a fair die, picking a card randomly from a deck with replacement, picking marbles randomly from a bag with replacement and spinning a fair spinner.

*Clarification 3:* Repetition of experiments is limited to two times except for tossing a coin.

**Related Access Points**

| Name | Description |
|---|---|
| MA.8.DP.2.AP.1: | Use a tool (table, list or tree diagram) to record results of a repeated experiment. |

MA.8.DP.2.2:

Find the theoretical probability of an event related to a repeated experiment.

**Clarifications:**
*Clarification 1:* Instruction includes representing probability as a fraction, percentage or decimal.
*Clarification 2:* Experiments to be repeated are limited to tossing a fair coin, rolling a fair die, picking a card randomly from a deck with replacement, picking marbles randomly from a bag with replacement and spinning a fair spinner.

*Clarification 3:* Repetition of experiments is limited to two times except for tossing a coin.

**Related Access Points**

| Name | Description |
|---|---|
| MA.8.DP.2.AP.2: | Select the theoretical probability of an event related to a repeated experiment from a list. |

Solve real-world problems involving probabilities related to single or repeated experiments, including making predictions based on theoretical probability.

**Clarifications:**
*Clarification 1:* Instruction includes making connections to proportional relationships and representing probability as a fraction, percentage or

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| MA.8.DP.2.3: | decimal.<br>*Clarification 2:* Experiments to be repeated are limited to tossing a fair coin, rolling a fair die, picking a card randomly from a deck with replacement, picking marbles randomly from a bag with replacement and spinning a fair spinner.<br>*Clarification 3:* Repetition of experiments is limited to two times except for tossing a coin. |

**Related Access Points**

| Name | Description |
|---|---|
| MA.8.DP.2.AP.3: | Compare actual results of an experiment with its theoretical probability (e.g., make a statement that describes the relationship between the actual results of an experiment with its theoretical probability [e.g., more, less, same, different, equal]). |

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|---|---|
| MA.8.F.1.1: | Given a set of ordered pairs, a table, a graph or mapping diagram, determine whether the relationship is a function. Identify the domain and range of the relation.<br>**Clarifications:**<br>*Clarification 1:* Instruction includes referring to the input as the independent variable and the output as the dependent variable.<br>*Clarification 2:* Within this benchmark, it is the expectation to represent domain and range as a list of numbers or as an inequality. |

**Related Access Points**

| Name | Description |
|---|---|
| MA.8.F.1.AP.1a: | Given a set of ordered pairs, a table or mapping diagram identify whether the relationship is a function. |
| MA.8.F.1.AP.1b: | Given a set of ordered pairs, a table or mapping diagram identify the domain and range of the relation. |

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|---|---|
| MA.8.F.1.2: | Given a function defined by a graph or an equation, determine whether the function is a linear function. Given an input-output table, determine whether it could represent a linear function.<br>**Clarifications:**<br>*Clarification 1:* Instruction includes recognizing that a table may not determine a function. |

**Related Access Points**

| Name | Description |
|---|---|
| MA.8.F.1.AP.2: | Given a function displayed on a graph or an equation, identify whether the function is a linear function. |

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|---|---|
| MA.8.F.1.3: | Analyze a real-world written description or graphical representation of a functional relationship between two quantities and identify where the function is increasing, decreasing or constant.<br>**Clarifications:**<br>*Clarification 1:* Problem types are limited to continuous functions.<br>*Clarification 2:* Analysis includes writing a description of a graphical representation or sketching a graph from a written description. |

**Related Access Points**

| Name | Description |
|---|---|
| MA.8.F.1.AP.3: | Given a functional relationship displayed as a graph, identify where the function is increasing, decreasing or constant. |

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|---|---|
| MA.8.GR.1.1: | Apply the Pythagorean Theorem to solve mathematical and real-world problems involving unknown side lengths in right triangles.<br>**Clarifications:**<br>*Clarification 1:* Instruction includes exploring right triangles with natural-number side lengths to illustrate the Pythagorean Theorem.<br>*Clarification 2:* Within this benchmark, the expectation is to memorize the Pythagorean Theorem.<br>*Clarification 3:* Radicands are limited to whole numbers up to 225. |

**Related Access Points**

| Name | Description |
|---|---|
| MA.8.GR.1.AP.1: | Find the hypotenuse of a two-dimensional right triangle using the Pythagorean Theorem. |

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|---|---|
| MA.8.GR.1.2: | Apply the Pythagorean Theorem to solve mathematical and real-world problems involving the distance between two points in a coordinate plane.<br>**Clarifications:**<br>*Clarification 1:* Instruction includes making connections between distance on the coordinate plane and right triangles.<br>*Clarification 2:* Within this benchmark, the expectation is to memorize the Pythagorean Theorem. It is not the expectation to use the distance formula.<br>*Clarification 3:* Radicands are limited to whole numbers up to 225. |

**Related Access Points**

| Name | Description |
|---|---|
| MA.8.GR.1.AP.2: | Given the Pythagorean Theorem, determine lengths/distances between two points in a coordinate system by forming right triangles, with natural number side lengths. |

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|---|---|
| MA.8.GR.1.3: | Use the Triangle Inequality Theorem to determine if a triangle can be formed from a given set of sides. Use the converse of the Pythagorean Theorem to determine if a right triangle can be formed from a given set of sides. |

**Related Access Points**

| Name | Description |
|---|---|
| MA.8.GR.1.AP.3a: | Measure the sides of triangles to establish facts about the Triangle Inequality Theorem (i.e., the sum of two side lengths is greater than the third side). |
| MA.8.GR.1.AP.3b: | Substitute the side lengths of a given figure into the Pythagorean Theorem to determine if a right triangle can be formed. |

MA.8.GR.1.4: Solve mathematical problems involving the relationships between supplementary, complementary, vertical or adjacent angles.

**Related Access Points**

| Name | Description |
|---|---|
| MA.8.GR.1.AP.4: | Identify supplementary, complementary, vertical or adjacent angle relationships. |

MA.8.GR.1.5: Solve problems involving the relationships of interior and exterior angles of a triangle.

**Clarifications:**
*Clarification 1:* Problems include using the Triangle Sum Theorem and representing angle measures as algebraic expressions.

**Related Access Points**

| Name | Description |
|---|---|
| MA.8.GR.1.AP.5: | Given an image, solve simple problems involving the relationships of interior and exterior angles of a triangle. |

MA.8.GR.1.6: Develop and use formulas for the sums of the interior angles of regular polygons by decomposing them into triangles.

**Clarifications:**
*Clarification 1:* Problems include representing angle measures as algebraic expressions.

**Related Access Points**

| Name | Description |
|---|---|
| MA.8.GR.1.AP.6: | Use tools to calculate the sum of the interior angles of regular polygons when given the formula. |

MA.8.GR.2.1: Given a preimage and image generated by a single transformation, identify the transformation that describes the relationship.

**Clarifications:**
*Clarification 1:* Within this benchmark, transformations are limited to reflections, translations or rotations of images.
*Clarification 2:* Instruction focuses on the preservation of congruence so that a figure maps onto a copy of itself.

**Related Access Points**

| Name | Description |
|---|---|
| MA.8.GR.2.AP.1: | Given two figures on a coordinate plane, identify if the image is translated, rotated or reflected. |

MA.8.GR.2.2: Given a preimage and image generated by a single dilation, identify the scale factor that describes the relationship.

**Clarifications:**
*Clarification 1:* Instruction includes the connection to scale drawings and proportions.
*Clarification 2:* Instruction focuses on the preservation of similarity and the lack of preservation of congruence when a figure maps onto a scaled copy of itself, unless the scaling factor is 1.

**Related Access Points**

| Name | Description |
|---|---|
| MA.8.GR.2.AP.2: | Given a preimage and image describe the effect the dilation has on the two figures. |

MA.8.GR.2.3: Describe and apply the effect of a single transformation on two-dimensional figures using coordinates and the coordinate plane.

**Clarifications:**
*Clarification 1:* Within this benchmark, transformations are limited to reflections, translations, rotations or dilations of images.
*Clarification 2:* Lines of reflection are limited to the x-axis, y-axis or lines parallel to the axes.

*Clarification 3:* Rotations must be about the origin and are limited to 90°, 180°, 270° or 360°.

*Clarification 4:* Dilations must be centered at the origin.

**Related Access Points**

| Name | Description |
|---|---|
| MA.8.GR.2.AP.3: | Identify the coordinates of the vertices of a common polygon after a single translation, rotation or dilation on the coordinate plane. |

MA.8.GR.2.4: Solve mathematical and real-world problems involving proportional relationships between similar triangles.

**Related Access Points**

| Name | Description |
|---|---|
| MA.8.GR.2.AP.4: | Use tools to solve mathematical problems using proportions between similar triangles. |

MA.8.NSO.1.1:

Extend previous understanding of rational numbers to define irrational numbers within the real number system. Locate an approximate value of a numerical expression involving irrational numbers on a number line.

**Clarifications:**
*Clarification 1:* Instruction includes the use of number line and rational number approximations, and recognizing pi (π) as an irrational number.
*Clarification 2:* Within this benchmark, the expectation is to approximate numerical expressions involving one arithmetic operation and estimating square roots or pi (π).

**Related Access Points**

| Name | Description |
|---|---|
| MA.8.NSO.1.AP.1: | Locate approximations of irrational numbers on a number line. |

MA.8.NSO.1.2:

Plot, order and compare rational and irrational numbers, represented in various forms.

**Clarifications:**
*Clarification 1:* Within this benchmark, it is not the expectation to work with the number e.
*Clarification 2:* Within this benchmark, the expectation is to plot, order and compare square roots and cube roots.
*Clarification 3:* Within this benchmark, the expectation is to use symbols (<, > or =).

**Related Access Points**

| Name | Description |
|---|---|
| MA.8.NSO.1.AP.2: | Use appropriate tools to plot, order, and compare simple square roots and cube roots for quantities less than 100. |

MA.8.NSO.1.3:

Extend previous understanding of the Laws of Exponents to include integer exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to integer exponents and rational number bases, with procedural fluency.

**Clarifications:**
*Clarification 1:* Refer to the K-12 Formulas (Appendix E) for the Laws of Exponents.

**Related Access Points**

| Name | Description |
|---|---|
| MA.8.NSO.1.AP.3: | Use the properties of integer exponents and product/quotient of powers with like bases to produce equivalent expressions. |

MA.8.NSO.1.4:

Express numbers in scientific notation to represent and approximate very large or very small quantities. Determine how many times larger or smaller one number is compared to a second number.

**Related Access Points**

| Name | Description |
|---|---|
| MA.8.NSO.1.AP.4: | Multiply a single-digit number by the power of 10 using a calculator. Identify whether the number in scientific notation represents a very large or very small quantity. |

MA.8.NSO.1.5:

Add, subtract, multiply and divide numbers expressed in scientific notation with procedural fluency.

**Clarifications:**
*Clarification 1:* Within this benchmark, for addition and subtraction with numbers expressed in scientific notation, exponents are limited to within 2 of each other.

**Related Access Points**

| Name | Description |
|---|---|
| MA.8.NSO.1.AP.5: | Perform operations with numbers expressed in scientific notation using a calculator. |

MA.8.NSO.1.6:

Solve real-world problems involving operations with numbers expressed in scientific notation.

**Clarifications:**
*Clarification 1:* Instruction includes recognizing the importance of significant digits when physical measurements are involved.
*Clarification 2:* Within this benchmark, for addition and subtraction with numbers expressed in scientific notation, exponents are limited to within 2 of each other.

**Related Access Points**

| Name | Description |
|---|---|
| MA.8.NSO.1.AP.6: | Given a real-world problem, perform operations with numbers expressed in scientific notation using a calculator and interpret the answer in context. |

MA.8.NSO.1.7:

Solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals.

**Clarifications:**
*Clarification 1:* Multi-step expressions are limited to 6 or fewer steps.
*Clarification 2:* Within this benchmark, the expectation is to simplify radicals by factoring square roots of perfect squares up to 225 and cube roots of perfect cubes from -125 to 125.

**Related Access Points**

| Name | Description |
|---|---|
| MA.8.NSO.1.AP.7: | Use tools to solve multi-step mathematical problems, with four or fewer steps, involving the order of operations with rational numbers including exponents and perfect squares and/or square roots. |

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.

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| | **Clarifications:**<br>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:<br>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.<br>• Support students to develop generalizations based on the similarities found among problems.<br>• Provide opportunities for students to create plans and procedures to solve problems.<br>• 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.**<br>Mathematicians who assess the reasonableness of solutions:<br>• Estimate to discover possible solutions.<br>• Use benchmark quantities to determine if a solution makes sense.<br>• Check calculations when solving problems.<br>• Verify possible solutions by explaining the methods used.<br>• Evaluate results based on the given context.<br>**Clarifications:**<br>Teachers who encourage students to assess the reasonableness of solutions:<br>• Have students estimate or predict solutions prior to solving.<br>• Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>• Reinforce that students check their work as they progress within and after a task.<br>• Strengthen students' ability to verify solutions through justifications. |
| MA.K12.MTR.7.1: | **Apply mathematics to real-world contexts.**<br>Mathematicians who apply mathematics to real-world contexts:<br>• Connect mathematical concepts to everyday experiences.<br>• Use models and methods to understand, represent and solve problems.<br>• Perform investigations to gather data or determine if a method is appropriate.<br>• Redesign models and methods to improve accuracy or efficiency.<br>**Clarifications:**<br>Teachers who encourage students to apply mathematics to real-world contexts:<br>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.<br>• Challenge students to question the accuracy of their models and methods.<br>• Support students as they validate conclusions by comparing them to the given situation.<br>• Indicate how various concepts can be applied to other disciplines. |
| ELA.K12.EE.1.1: | Cite evidence to explain and justify reasoning.<br>**Clarifications:**<br>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.<br>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.<br>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.<br>6-8 Students continue with previous skills and use a style guide to create a proper citation.<br>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.<br>**Clarifications:**<br>See Text Complexity for grade-level complexity bands and a text complexity rubric. |
| ELA.K12.EE.3.1: | Make inferences to support comprehension.<br>**Clarifications:**<br>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.<br>**Clarifications:**<br>In kindergarten, students learn to listen to one another respectfully.<br>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.<br>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.<br>**Clarifications:**<br>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. |
| | Use appropriate voice and tone when speaking or writing. |

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| ELA.K12.EE.6.1: | **Clarifications:**<br>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. |

# General Course Information and Notes

## VERSION DESCRIPTION

**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.

## 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:** 7812030

**Course Path: Section:** Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Academics - Subject Areas >

**Abbreviated Title:** ACC M/J GR8 PRE-ALG

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Status:** Course Approved

## 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) |

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| 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) |
| 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) |

# M/J Access Music: 6-8 (#7813010) 2025 - And Beyond (current)

## Course Standards

| Name | Description |
|---|---|
| MA.K12.MTR.1.1: | **Actively participate in effortful learning both individually and collectively.**<br>Mathematicians who participate in effortful learning both individually and with others:<br>• Analyze the problem in a way that makes sense given the task.<br>• Ask questions that will help with solving the task.<br>• Build perseverance by modifying methods as needed while solving a challenging task.<br>• Stay engaged and maintain a positive mindset when working to solve tasks.<br>• Help and support each other when attempting a new method or approach.<br>**Clarifications:**<br>Teachers who encourage students to participate actively in effortful learning both individually and with others:<br>• Cultivate a community of growth mindset learners.<br>• Foster perseverance in students by choosing tasks that are challenging.<br>• Develop students' ability to analyze and problem solve.<br>• Recognize students' effort when solving challenging problems. |
| MA.K12.MTR.2.1: | **Demonstrate understanding by representing problems in multiple ways.**<br>Mathematicians who demonstrate understanding by representing problems in multiple ways:<br>• Build understanding through modeling and using manipulatives.<br>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.<br>• Progress from modeling problems with objects and drawings to using algorithms and equations.<br>• Express connections between concepts and representations.<br>• Choose a representation based on the given context or purpose.<br>**Clarifications:**<br>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:<br>• Help students make connections between concepts and representations.<br>• Provide opportunities for students to use manipulatives when investigating concepts.<br>• Guide students from concrete to pictorial to abstract representations as understanding progresses.<br>• 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.**<br>Mathematicians who complete tasks with mathematical fluency:<br>• Select efficient and appropriate methods for solving problems within the given context.<br>• Maintain flexibility and accuracy while performing procedures and mental calculations.<br>• Complete tasks accurately and with confidence.<br>• Adapt procedures to apply them to a new context.<br>• Use feedback to improve efficiency when performing calculations.<br>**Clarifications:**<br>Teachers who encourage students to complete tasks with mathematical fluency:<br>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.<br>• Offer multiple opportunities for students to practice efficient and generalizable methods.<br>• 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.**<br>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:<br>• Communicate mathematical ideas, vocabulary and methods effectively.<br>• Analyze the mathematical thinking of others.<br>• Compare the efficiency of a method to those expressed by others.<br>• Recognize errors and suggest how to correctly solve the task.<br>• Justify results by explaining methods and processes.<br>• Construct possible arguments based on evidence.<br>**Clarifications:**<br>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:<br>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.<br>• Create opportunities for students to discuss their thinking with peers.<br>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.<br>• Develop students' ability to justify methods and compare their responses to the responses of their peers. |
| | **Use patterns and structure to help understand and connect mathematical concepts.**<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts: |

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| MA.K12.MTR.5.1: | • Focus on relevant details within a problem.<br>• Create plans and procedures to logically order events, steps or ideas to solve problems.<br>• Decompose a complex problem into manageable parts.<br>• Relate previously learned concepts to new concepts.<br>• Look for similarities among problems.<br>• Connect solutions of problems to more complicated large-scale situations.<br>**Clarifications:**<br>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:<br>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.<br>• Support students to develop generalizations based on the similarities found among problems.<br>• Provide opportunities for students to create plans and procedures to solve problems.<br>• 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.**<br>Mathematicians who assess the reasonableness of solutions:<br>• Estimate to discover possible solutions.<br>• Use benchmark quantities to determine if a solution makes sense.<br>• Check calculations when solving problems.<br>• Verify possible solutions by explaining the methods used.<br>• Evaluate results based on the given context.<br>**Clarifications:**<br>Teachers who encourage students to assess the reasonableness of solutions:<br>• Have students estimate or predict solutions prior to solving.<br>• Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>• Reinforce that students check their work as they progress within and after a task.<br>• Strengthen students' ability to verify solutions through justifications. |
| MA.K12.MTR.7.1: | **Apply mathematics to real-world contexts.**<br>Mathematicians who apply mathematics to real-world contexts:<br>• Connect mathematical concepts to everyday experiences.<br>• Use models and methods to understand, represent and solve problems.<br>• Perform investigations to gather data or determine if a method is appropriate.<br>• Redesign models and methods to improve accuracy or efficiency.<br>**Clarifications:**<br>Teachers who encourage students to apply mathematics to real-world contexts:<br>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.<br>• Challenge students to question the accuracy of their models and methods.<br>• Support students as they validate conclusions by comparing them to the given situation.<br>• Indicate how various concepts can be applied to other disciplines. |
| ELA.K12.EE.1.1: | Cite evidence to explain and justify reasoning.<br>**Clarifications:**<br>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.<br>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.<br>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.<br>6-8 Students continue with previous skills and use a style guide to create a proper citation.<br>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.<br>**Clarifications:**<br>See Text Complexity for grade-level complexity bands and a text complexity rubric. |
| ELA.K12.EE.3.1: | Make inferences to support comprehension.<br>**Clarifications:**<br>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.<br>**Clarifications:**<br>In kindergarten, students learn to listen to one another respectfully.<br>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.<br>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. |
| | Use the accepted rules governing a specific format to create quality work. |

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|---|---|
| ELA.K12.EE.5.1: | **Clarifications:**<br>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.<br>**Clarifications:**<br>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. |

# General Course Information and Notes

## VERSION DESCRIPTION

**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.

### General Notes

**A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to develop an awareness and appreciation for music.

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

- vocal music
- instrumental music
- connections with culture and community
- music appreciation
- exploration of careers in music

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. The particular course requirements that the student should master each year must be specified on an individual basis.

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.

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.

**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 reflect, but are not limited to, the benchmarks from the State Standards for Special Diploma that are most relevant to this course. Students are expected to make progress, but are not required to master benchmarks listed for 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 awareness of vocal and instrumental composers, performers, and musical events.**
2. **Demonstrate awareness of selected musical instruments.**
3. **Demonstrate skills in vocal music.**
4. **Demonstrate skills in instrumental music.**
5. **Demonstrate awareness of characteristics of music of various cultures.**
6. **Demonstrate awareness of various types of music (e.g., folk, jazz, choral, orchestra).**
7. **Demonstrate awareness of careers in music.**

   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.

   CL.C.1.Pa.1 show willingness or interest in participating in work or community activities–with assistance.
8. **Demonstrate awareness of the roles of music in the school and community.**

   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.

## General Information

**Course Number:** 7813010

**Course Path: Section:** Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Academics - Subject Areas >
**Abbreviated Title:** M/J ACCESS MUSIC:6-8
**Course Length:** Semester (S)
**Course Attributes:**
- Class Size Core Required

**Course Status:** Course Approved
**Grade Level(s):** 6,7,8

## Educator Certifications

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

# M/J Access Physical Education: 6-8 (#7815010) 2023 - And Beyond

(current)

## Course Standards

| Name | Description |
|---|---|
| PE.6.C.2.1: | Identify at least two movements or activities which will lead to improvement in each of the health-related components of fitness. |

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.C.2.In.a: | Recognize at least two movements or activities that lead to improvement in the health-related components of fitness. |
| PE.6.C.2.Su.a: | Recognize at least one movement or activity that leads to improvement in the health-related components of fitness. |
| PE.6.C.2.Pa.a: | Associate movement with improvement in health-related components of fitness. |

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|---|---|
| PE.6.C.2.2: | List safety procedures that should be followed when engaging in activities to improve the health-related components of fitness. |

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.C.2.In.b: | Identify safety procedures that should be followed when engaging in activities to improve cardiorespiratory endurance, muscular fitness, muscular endurance, flexibility and body composition. |
| PE.6.C.2.Su.b: | Recognize safety procedures that should be followed when engaging in activities to improve cardiorespiratory endurance, physical conditioning, flexibility and body composition. |
| PE.6.C.2.Pa.b: | Recognize a safety practice that should be followed when engaging in health-related physical fitness. |

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| PE.6.C.2.3: | Describe how each of the health-related components of fitness are improved through the application of training principles. |

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.C.2.In.c: | Identify how each of the health-related components of fitness, such as cardiorespiratory endurance, physical conditioning, flexibility and body composition are improved by training. |
| PE.6.C.2.Su.c: | Recognize how each of the health-related components of fitness, such as cardiorespiratory endurance, physical conditioning, flexibility and body composition are improved by training. |
| PE.6.C.2.Pa.c: | Associate exercise or training with improvement in the health-related components of fitness. |

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|---|---|
| PE.6.C.2.4: | Describe the long-term benefits of regular physical activity. |

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.C.2.In.d: | Identify long-term benefits of regular physical activity. |
| PE.6.C.2.Su.d: | Recognize long-term benefits of regular physical activity. |
| PE.6.C.2.Pa.d: | Recognize that regular physical activity has health benefits. |

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|---|---|
| PE.6.C.2.5: | Describe the training principles of overload, progression and specificity. |

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.C.2.In.e: | Identify the training principles of overload, progression and specificity. |
| PE.6.C.2.Su.e: | Recognize the training principles of overload, progression and specificity. |
| PE.6.C.2.Pa.e: | Recognize a training principle, such as overload, progression or specificity. |

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|---|---|
| PE.6.C.2.6: | Classify activities as aerobic or anaerobic. |

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.C.2.In.f: | Identify aerobic and anaerobic activities, such as running and weight lifting. |
| PE.6.C.2.Su.f: | Recognize aerobic and anaerobic activities, such as running and weight lifting. |
| PE.6.C.2.Pa.f: | Recognize an aerobic activity, such as running. |

| | |
|---|---|
| PE.6.C.2.7: | Determine personal target heart-rate zone and explain how to adjust intensity level to stay within the desired range. |

**Related Access Points**

| Name | Description |
|---|---|

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|---|---|
| PE.6.C.2.In.g: | Identify personal target heart-rate zone and describe how to adjust intensity level to stay within the desired range. |
| PE.6.C.2.Su.g: | Recognize personal target heart-rate zone and identify how to adjust intensity level to stay within the desired range. |
| PE.6.C.2.Pa.g: | Recognize personal heart rate. |

PE.6.C.2.8: List methods of monitoring intensity level during aerobic activity.

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.C.2.In.h: | Identify methods of monitoring intensity level during aerobic activity, such as talk test, rate of perceived exertion and heart rate/pulse. |
| PE.6.C.2.Su.h: | Recognize methods of monitoring intensity level during aerobic activity, such as talk test, rate of perceived exertion and heart rate/pulse. |
| PE.6.C.2.Pa.h: | Recognize a method of monitoring aerobic activity, such as talk test or heart rate/pulse. |

PE.6.C.2.9: Explain the effects of physical activity on heart rate during exercise, recovery phase and while the body is at rest.

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.C.2.In.i: | Identify the effects of physical activity on heart rate during exercise, recovery phase and while the body is at rest. |
| PE.6.C.2.Su.i: | Recognize the effects of physical activity on heart rate during exercise, recovery phase and while the body is at rest. |
| PE.6.C.2.Pa.i: | Recognize the relationship between physical activity and heart rate. |

PE.6.C.2.10: Recognize the difference between fact and fallacy as it relates to consumer physical fitness products and programs.

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.C.2.In.j: | 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.6.C.2.Su.j: | Recognize 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.6.C.2.Pa.j: | Recognize information related to a consumer physical fitness product, such as weight-loss pills, food labels or exercise equipment. |

PE.6.C.2.11: Prepare a log noting the food intake, calories consumed and energy expended through physical activity and describe results.

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.C.2.In.k: | Prepare a log noting the food intake, calories consumed and physical activities. |
| PE.6.C.2.Su.k: | Prepare a log noting the food intake and physical activities. |
| PE.6.C.2.Pa.k: | Recognize food intake and physical activities. |

PE.6.C.2.12: List the components of skill-related fitness.

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.C.2.In.l: | Identify components of skill-related fitness (speed, coordination, balance, power and agility). |
| PE.6.C.2.Su.l: | Recognize components of skill-related fitness (speed, coordination, balance, power and agility). |
| PE.6.C.2.Pa.l: | Recognize a component of skill-related fitness (speed, coordination, balance, power or agility). |

PE.6.C.2.13: List appropriate warm-up and cool-down techniques and the reasons for using them.

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.C.2.In.m: | Identify appropriate warm-up and cool-down techniques and the reasons for using them. |
| PE.6.C.2.Su.m: | Recognize appropriate warm-up and cool-down techniques and the reasons for using them. |
| PE.6.C.2.Pa.m: | Recognize an appropriate warm-up and cool-down technique and the reason for using it. |

PE.6.C.2.14: List terminology and etiquette in educational gymnastics or dance.

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.C.2.In.n: | Identify terminology and etiquette in educational gymnastics or dance. |
| PE.6.C.2.Su.n: | Recognize basic terminology and etiquette in educational gymnastics or dance. |
| PE.6.C.2.Pa.n: | Recognize basic etiquette in educational gymnastics or dance. |

PE.6.C.2.15: Choreograph basic dance or gymnastic sequences alone, with a partner or in a small group.

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.C.2.In.o: | Identify basic dance or gymnastic sequences. |
| PE.6.C.2.Su.o: | Recognize basic dance or gymnastic sequences. |

| | |
|---|---|
| PE.6.C.2.Pa.o: | Recognize a basic dance or gymnastic sequence. |

PE.6.C.2.16: Evaluate the movement performance of others.

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.C.2.In.p: | Assess basic movement patterns in performances of others. |
| PE.6.C.2.Su.p: | Identify basic movement patterns in performances of others. |
| PE.6.C.2.Pa.p: | Recognize and correct an error in selected personal movement patterns. |

PE.6.C.2.17: Describe the mechanical principles of balance, force and leverage and how they relate to the performance of skills in gymnastics or dance.

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.C.2.In.q: | Identify the mechanical principles used in the performance of skills in gymnastics or dance. |
| PE.6.C.2.Su.q: | Recognize the mechanical principles used in the performance of skills in gymnastics or dance. |
| PE.6.C.2.Pa.q: | Recognize a mechanical principle used in movement. |

PE.6.C.2.18: List and describe the risks and safety procedures in gymnastics and dance.

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.C.2.In.r: | Identify the risks and safety procedures in gymnastics and dance. |
| PE.6.C.2.Su.r: | Recognize the risks and safety procedures in gymnastics and dance. |
| PE.6.C.2.Pa.r: | Recognize a safety procedure in gymnastics and dance. |

PE.6.C.2.19: Recognize the relationship between music and dance or gymnastics skills.

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.C.2.In.s: | Identify music appropriate for dance or gymnastics movements. |
| PE.6.C.2.Su.s: | Recognize music appropriate for dance or gymnastics movements. |
| PE.6.C.2.Pa.s: | Associate music with dance or gymnastics movements. |

PE.6.C.2.20: Know how improvisation is used to create movements for choreography.

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.C.2.In.t: | Identify that improvisation is used to create movements for dance. |
| PE.6.C.2.Su.t: | Recognize that improvisation is used to create movements for dance. |
| PE.6.C.2.Pa.t: | Recognize that movements can be created. |

PE.6.C.2.21: Identify the precautions to be taken when exercising in extreme weather and/or environmental conditions.

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.C.2.In.u: | Recognize the precautions to be taken when exercising in extreme weather and/or environmental conditions. |
| PE.6.C.2.Su.u: | Recognize a precaution to be taken when exercising in a variety of weather conditions or environmental conditions. |
| PE.6.C.2.Pa.u: | Recognize precautions to be taken when exercising. |

PE.6.C.2.22: List the three different types of heat illnesses associated with fluid loss.

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.C.2.In.v: | Identify at least two symptoms of heat illnesses caused by excessive fluid loss. |
| PE.6.C.2.Su.v: | Identify that heat illness results from excessive fluid loss. |
| PE.6.C.2.Pa.v: | Recognize that heat illness results from excessive fluid loss. |

PE.6.L.3.1: Participate in moderate physical activity on a daily basis.

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.L.3.In.a: | Participate in a selected moderate physical activity on a daily basis. |
| PE.6.L.3.Su.a: | Participate in moderate modified physical activity on a daily basis. |
| PE.6.L.3.Pa.a: | Participate in modified physical activity on a daily basis. |

PE.6.L.3.2: Participate in vigorous physical activity on a daily basis.

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.L.3.In.b: | Participate in a healthy level of physical activity on a daily basis. |
| PE.6.L.3.Su.b: | Participate in a healthy level of modified physical activity on a daily basis. |
| PE.6.L.3.Pa.b: | Participate in healthy level of guided physical activity on a daily basis. |

PE.6.L.3.3: Participate in a variety of fitness, wellness, gymnastics and dance activities that promote the components of health-related fitness.

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.L.3.In.c: | Participate in a variety of basic fitness, wellness, gymnastics or dance activities that promote cardiorespiratory endurance, physical conditioning, flexibility and body composition. |
| PE.6.L.3.Su.c: | Participate in a variety of selected, basic fitness, wellness, gymnastics or dance activities that promote cardiorespiratory endurance, physical conditioning, flexibility and body composition. |
| PE.6.L.3.Pa.c: | Participate in a variety of selected, modified fitness, wellness, gymnastics or dance activities that promote cardiorespiratory endurance, physical conditioning, flexibility and body composition. |

PE.6.L.3.4: Identify the in-school opportunities for physical activity that promote fitness, wellness, gymnastics and dance.

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.L.3.In.d: | Recognize the in-school opportunities for participation in a variety of physical activities that promote fitness, wellness, gymnastics or dance. |
| PE.6.L.3.Su.d: | Recognize selected in-school opportunities for participation in a variety of physical activities that promote fitness, wellness, gymnastics or dance. |
| PE.6.L.3.Pa.d: | Recognize a school opportunity for participation in physical activities that promote fitness, wellness, gymnastics or dance. |

PE.6.L.3.5: Identify the community opportunities for physical activity that promote fitness, wellness, gymnastics and dance.

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.L.3.In.e: | Recognize selected community opportunities that promote fitness and wellness. |
| PE.6.L.3.Su.e: | Recognize selected community opportunities that promote fitness and wellness. |
| PE.6.L.3.Pa.e: | Recognize a selected community opportunity that promotes fitness and wellness. |

PE.6.L.3.6: Identify a variety of fitness, wellness, gymnastics and dance activities that promote stress management.

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.L.3.In.f: | Recognize a variety of basic fitness, wellness, gymnastics or dance activities that promote good stress management. |
| PE.6.L.3.Su.f: | Recognize a variety of selected, basic fitness, wellness, gymnastics or dance activities that promote good stress management. |
| PE.6.L.3.Pa.f: | Recognize a variety of selected, modified fitness, wellness, gymnastics or dance activities that promote management of stress. |

PE.6.L.4.1: Create, implement and assess a personal fitness program in collaboration with a teacher.

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.L.4.In.a: | Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by implementing and assessing a personal fitness program in collaboration with a teacher. |
| PE.6.L.4.Su.a: | Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by implementing a personal fitness program in collaboration with a teacher. |
| PE.6.L.4.Pa.a: | Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by actively participating in a personal fitness program in collaboration with a teacher. |

PE.6.L.4.2: Develop goals and strategies for a personal physical fitness program.

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.L.4.In.b: | Select goals and identify strategies for a personal physical-activity plan. |
| PE.6.L.4.Su.b: | Select goals and recognize strategies for a personal physical-activity plan. |
| PE.6.L.4.Pa.b: | Select a goal for a personal physical-activity plan. |

PE.6.L.4.3: Use available technology to assess, design and evaluate a personal physical-activity plan.

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.L.4.In.c: | Use a variety of resources, including available technology, to design and assess a personal physical-activity plan. |
| PE.6.L.4.Su.c: | Use a variety of resources, including available technology, to assess a personal activity plan. |
| PE.6.L.4.Pa.c: | Use resources, including available technology, to recognize the effect of a personal activity plan. |

PE.6.L.4.4: Develop a personal fitness program including a variety of physical activities.

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.L.4.In.d: | Identify a variety of physical activities in developing a personal fitness program. |
| PE.6.L.4.Su.d: | Identify a variety of selected physical activities in developing a personal fitness program. |
| PE.6.L.4.Pa.d: | Recognize a variety of physical activities in developing a personal fitness program. |

PE.6.L.4.5: Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.L.4.In.e: | Recognize selected health-related problems associated with low levels of cardiorespiratory endurance and flexibility. |
| PE.6.L.4.Su.e: | Recognize a health-related problem associated with low levels of physical activity. |
| PE.6.L.4.Pa.e: | Recognize a consequence of low levels of physical activity. |

PE.6.M.1.1: Demonstrate movements designed to improve and maintain cardiorespiratory endurance, muscular strength and endurance, flexibility and proper body composition.

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.M.1.In.a: | Use basic movements designed to improve and maintain physical conditioning, cardiorespiratory endurance, flexibility and proper body composition. |
| PE.6.M.1.Su.a: | Perform basic movements designed to improve and maintain physical conditioning, cardiorespiratory endurance, flexibility and proper body composition. |
| PE.6.M.1.Pa.a: | Imitate movements designed to improve and maintain physical conditioning, cardiorespiratory endurance, flexibility and proper body composition. |

PE.6.M.1.2: Perform at least three different activities that achieve target heart rate.

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.M.1.In.b: | Perform at least two different activities that achieve target heart rate. |
| PE.6.M.1.Su.b: | Imitate at least two different activities that achieve a recommended target heart rate. |
| PE.6.M.1.Pa.b: | Perform a guided activity that safely increases heart rate. |

PE.6.M.1.3: Demonstrate the principles of training (overload, specificity and progression) and conditioning (frequency, intensity, time and type) for specific physical activities.

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.M.1.In.c: | Demonstrate the principles of training (overload, specificity and progression) and conditioning (frequency, intensity, time and type) for selected physical activities. |
| PE.6.M.1.Su.c: | Demonstrate selected principles of training (overload, specificity and progression) and conditioning (frequency, intensity, time and type) for selected physical activities. |
| PE.6.M.1.Pa.c: | Demonstrate selected principles of training (overload, specificity and progression) and conditioning (frequency, intensity, time and type) for selected modified physical activities. |

PE.6.M.1.4: Perform at least three activities having value for cardiorespiratory fitness.

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.M.1.In.d: | Perform at least two activities having value for cardiorespiratory fitness. |
| PE.6.M.1.Su.d: | Imitate at least two activities having value for cardiorespiratory fitness. |
| PE.6.M.1.Pa.d: | Perform a guided activity having value for cardiorespiratory fitness. |

PE.6.M.1.5: Perform movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.M.1.In.e: | Perform basic movements with a variety of equipment that lead to an improved or maintained physical condition. |
| PE.6.M.1.Su.e: | Perform a basic movement using a variety of equipment that leads to an improved or maintained physical condition. |
| PE.6.M.1.Pa.e: | Perform guided movements using equipment that lead to an improved or maintained physical condition. |

PE.6.M.1.6: Design and perform smooth, flowing sequences of stunts, tumbling and rhythmic patterns that combine traveling, rolling, balancing and transfer of weight.

**Related Access Points**

| Name | Description |
|---|---|

| | |
|---|---|
| PE.6.M.1.In.f: | Perform smooth, flowing sequences of stunts, tumbling and rhythmic patterns that combine traveling, rolling, balancing and transferring weight. |
| PE.6.M.1.Su.f: | Perform a sequence of tumbling and rhythmic patterns that combine traveling, rolling, balancing and transferring weight. |
| PE.6.M.1.Pa.f: | Perform a guided sequence of rhythmic patterns involving traveling, rolling, balancing or transferring weight. |

PE.6.M.1.7: Design and perform a routine to rhythm, with a partner or a group, while incorporating gymnastic actions and various forms of locomotion on small and/or large apparatus.

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.M.1.In.g: | Perform a routine to a rhythm with a partner or a group incorporating more than one gymnastic action and various forms of locomotion. |
| PE.6.M.1.Su.g: | Perform a routine to a rhythm with a partner or a group incorporating one gymnastic action and various forms of locomotion. |
| PE.6.M.1.Pa.g: | Perform a guided routine to a rhythm with a partner or group incorporating balances, rolling actions and locomotion. |

PE.6.M.1.8: Perform complex dance sequences from a variety of dances accurately and with correct technique.

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.M.1.In.h: | Perform basic dance sequences accurately from a variety of dances. |
| PE.6.M.1.Su.h: | Perform basic dance sequences from a variety of dances. |
| PE.6.M.1.Pa.h: | Perform guided movements associated with a variety of dance sequences. |

PE.6.M.1.9: Create and perform a rhythmic movement sequence while working with a partner or group.

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.M.1.In.i: | Perform a rhythmic movement sequence while working with a partner or group. |
| PE.6.M.1.Su.i: | Imitate a rhythmic movement sequence while working with a partner or group. |
| PE.6.M.1.Pa.i: | Perform a guided rhythmic movement sequence while working with a partner or group. |

PE.6.M.1.10: Design and perform different group dance and rhythm sequences that incorporate equipment.

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.M.1.In.j: | Perform different group dance and rhythm sequences that incorporate equipment. |
| PE.6.M.1.Su.j: | Imitate different group dance and rhythm sequences that incorporate equipment. |
| PE.6.M.1.Pa.j: | Perform a guided group dance and rhythm sequence that incorporates equipment. |

PE.6.M.1.11: Apply proper warm-up and cool-down techniques.

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.M.1.In.k: | Demonstrate proper warm-up and cool-down techniques. |
| PE.6.M.1.Su.k: | Use selected warm-up and cool-down techniques. |
| PE.6.M.1.Pa.k: | Perform guided warm-up and cool-down techniques. |

PE.6.M.1.12: Use proper safety practices.

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.M.1.In.l: | Use proper selected safety practices, such as use of sunscreen, hydration and selection of clothing. |
| PE.6.M.1.Su.l: | Perform proper selected safety practices, such as use of sunscreen, hydration and selection of clothing. |
| PE.6.M.1.Pa.l: | Perform guided selected safety practices, such as use of sunscreen, hydration and selection of clothing. |

PE.6.M.1.13: Use technology to assess, enhance and maintain motor skill performance.

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.M.1.In.m: | Use technology to develop, enhance and maintain motor skill performance. |
| PE.6.M.1.Su.m: | Use technology to develop and maintain motor skill performance. |
| PE.6.M.1.Pa.m: | Use technology to develop motor skill performance. |

PE.6.R.5.1: List ways that peer pressure can be positive and negative.

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.R.5.In.a: | Recognize that peer pressure can have different effects. |
| PE.6.R.5.Su.a: | Recognize examples of positive and negative relationships with peers. |

| | |
|---|---|
| PE.6.R.5.Pa.a: | Recognize an example of a positive relationship with peers. |

PE.6.R.5.2: Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.R.5.In.b: | Show acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings. |
| PE.6.R.5.Su.b: | Show acceptance and respect for persons of diverse backgrounds and abilities in selected physical-activity settings. |
| PE.6.R.5.Pa.b: | Participate cooperatively with persons of diverse backgrounds and abilities in selected physical-activity settings. |

PE.6.R.5.3: Demonstrate responsible behaviors during physical activities.

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.R.5.In.c: | Use responsible behaviors during physical activities, such as controlling emotions, respecting opponents and officials and accepting both victory and defeat. |
| PE.6.R.5.Su.c: | Use responsible behaviors during physical activities, such as controlling emotions and respecting opponents and officials. |
| PE.6.R.5.Pa.c: | Use responsible behaviors during physical activities, such as controlling emotions. |

PE.6.R.5.4: Describe the personal, social and ethical behaviors that apply to specific physical activities.

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.R.5.In.d: | Recognize appropriate personal and social behaviors that apply to specific physical activities. |
| PE.6.R.5.Su.d: | Recognize appropriate personal behaviors that apply to specific physical activities. |
| PE.6.R.5.Pa.d: | Recognize appropriate behaviors that apply to selected physical activities. |

PE.6.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**

| Name | Description |
|---|---|
| PE.6.R.5.In.e: | Use appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities. |
| PE.6.R.5.Su.e: | Use appropriate etiquette, respect for facilities and safe behaviors while participating in a variety of physical activities. |
| PE.6.R.5.Pa.e: | Use safe behaviors while participating in a variety of physical activities. |

PE.6.R.6.1: Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.R.6.In.a: | Recognize an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle. |
| PE.6.R.6.Su.a: | Recognize an opportunity for participation in a physical activity that occurs outside of the school setting that contributes to personal enjoyment. |
| PE.6.R.6.Pa.a: | Associate a physical activity that occurs outside of the school setting with personal enjoyment. |

PE.6.R.6.2: Identify the potential benefits of participation in a variety of physical activities.

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.R.6.In.b: | Recognize selected potential benefits of participation in a variety of physical activities, such as physical, mental, emotional and social benefits. |
| PE.6.R.6.Su.b: | Recognize a selected potential benefit of participation in a variety of physical activities, such as a physical, mental, emotional or social benefit. |
| PE.6.R.6.Pa.b: | Recognize that participation in a variety of physical activities has benefits. |

PE.6.R.6.3: Participate in games, sports and/or physical activities from other cultures.

**Related Access Points**

| Name | Description |
|---|---|
| PE.6.R.6.In.c: | Identify games, sports or physical activities from other cultures. |
| PE.6.R.6.Su.c: | Recognize games, sports or physical activities from other cultures. |
| PE.6.R.6.Pa.c: | Recognize a game, sport or physical activity from another culture. |

PE.7.C.2.1: Identify the basic rules for team sports.

**Related Access Points**

| Name | Description |
|---|---|

| | |
|---|---|
| PE.7.C.2.In.a: | Recognize basic rules for team sports, such as setting up to start, consequences for violating rules and keeping accurate score. |
| PE.7.C.2.Su.a: | Recognize basic rules for selected team sports, such as setting up to start, consequences for violating rules and keeping accurate score. |
| PE.7.C.2.Pa.a: | Recognize a basic rule for selected team sports. |

PE.7.C.2.2: Identify the basic rules for outdoor pursuits/aquatics.

**Related Access Points**

| Name | Description |
|---|---|
| PE.7.C.2.In.b: | Recognize basic rules for outdoor pursuits/aquatics. |
| PE.7.C.2.Su.b: | Recognize basic rules for selected outdoor pursuits/aquatics. |
| PE.7.C.2.Pa.b: | Recognize a selected rule for outdoor pursuit/aquatics. |

PE.7.C.2.3: Explain basic offensive and defensive strategies in modified games or activities and team sports.

**Related Access Points**

| Name | Description |
|---|---|
| PE.7.C.2.In.c: | Describe basic offensive and defensive strategies in modified games and activities and team sports. |
| PE.7.C.2.Su.c: | Identify basic offensive and defensive strategies in modified games and activities and team sports. |
| PE.7.C.2.Pa.c: | Recognize basic offensive and defensive tactics in modified games and activities and team sports. |

PE.7.C.2.4: Explain basic offensive and defensive strategies in modified games or activities and outdoor pursuits/aquatics.

**Related Access Points**

| Name | Description |
|---|---|
| PE.7.C.2.In.d: | Identify basic offensive and defensive strategies in modified games or activities and outdoor pursuits/aquatics. |
| PE.7.C.2.Su.d: | Recognize basic offensive and defensive strategies in modified games, activities or outdoor pursuits/aquatics. |
| PE.7.C.2.Pa.d: | Recognize a basic offensive and defensive strategy in a modified game, activity or outdoor pursuits/aquatics. |

PE.7.C.2.5: Identify and explain different types of safety equipment and practices relating to water activities.

**Related Access Points**

| Name | Description |
|---|---|
| PE.7.C.2.In.e: | Identify different types of safety equipment and practice relating to water activities. |
| PE.7.C.2.Su.e: | Recognize different types of safety equipment relating to water activities. |
| PE.7.C.2.Pa.e: | Recognize a type of safety equipment relating to water activities. |

PE.7.C.2.6: Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.

**Related Access Points**

| Name | Description |
|---|---|
| PE.7.C.2.In.f: | Use feedback on skill patterns of self and partner to detect and correct mechanical errors. |
| PE.7.C.2.Su.f: | Use feedback on skill patterns of self or partner to correct mechanical errors. |
| PE.7.C.2.Pa.f: | Use feedback to correct mechanical errors. |

PE.7.C.2.7: Identify the critical elements for successful performance of a variety of sport skills.

**Related Access Points**

| Name | Description |
|---|---|
| PE.7.C.2.In.g: | Recognize the critical elements for successful performance of a variety of sport skills. |
| PE.7.C.2.Su.g: | Recognize selected critical elements for successful performance of a variety of sport skills. |
| PE.7.C.2.Pa.g: | Associate selected critical elements with successful performance of a sport skill. |

PE.7.C.2.8: List specific safety procedures and equipment necessary for a variety of sport skills and physical activities.

**Related Access Points**

| Name | Description |
|---|---|
| PE.7.C.2.In.h: | Identify specific safety procedures and equipment necessary for a variety of sports and physical activities. |
| PE.7.C.2.Su.h: | Recognize specific safety procedures and equipment necessary for a variety of sports and physical activities. |
| PE.7.C.2.Pa.h: | Recognize a specific safety procedure and equipment necessary for a sport or physical activity. |

PE.7.C.2.9: Describe how movement skills learned in one physical activity can be transferred and used in other physical activities.

**Related Access Points**

| Name | Description |
|---|---|
| PE.7.C.2.In.i: | Identify movement skills used in different physical activities, such as slow-pitch softball and volleyball underhand serve. |
| PE.7.C.2.Su.i: | Recognize movement skills used in different physical activities, such as slow-pitch softball and volleyball underhand serve. |
| PE.7.C.2.Pa.i: | Recognize a movement skill used in physical activities, such as slow-pitch softball or volleyball underhand serve. |

PE.7.L.3.1: Participate in moderate physical activity on a daily basis.

**Related Access Points**

| Name | Description |
|---|---|
| PE.7.L.3.In.a: | Participate in a selected moderate physical activity on a daily basis. |
| PE.7.L.3.Su.a: | Participate in moderate modified physical activity on a daily basis. |
| PE.7.L.3.Pa.a: | Participate in modified physical activity on a daily basis. |

PE.7.L.3.2: Participate in vigorous physical activity on a daily basis.

**Related Access Points**

| Name | Description |
|---|---|
| PE.7.L.3.In.b: | Participate in a healthy level of physical activity on a daily basis. |
| PE.7.L.3.Su.b: | Participate in a healthy level of modified physical activity on a daily basis. |
| PE.7.L.3.Pa.b: | Participate in healthy level of guided physical activity on a daily basis. |

PE.7.L.3.3: Participate in a variety of team sports, outdoor pursuits and aquatics activities that promote health-related physical fitness.

**Related Access Points**

| Name | Description |
|---|---|
| PE.7.L.3.In.c: | Participate in a variety of basic team sports, outdoor pursuits or aquatics activities that promote cardiorespiratory endurance, physical conditioning, flexibility and body composition. |
| PE.7.L.3.Su.c: | Participate in a variety of selected basic team sports, outdoor pursuits or aquatics activities that promote cardiorespiratory endurance, physical conditioning, flexibility and body composition. |
| PE.7.L.3.Pa.c: | Participate in a variety of selected, modified team sports, outdoor pursuits or aquatics activities that promote cardiorespiratory endurance, physical conditioning, flexibility and body composition. |

PE.7.L.3.4: Identify the in-school opportunities for participation in team sports, outdoor pursuits and aquatics activities.

**Related Access Points**

| Name | Description |
|---|---|
| PE.7.L.3.In.d: | Recognize the in-school opportunities for participation in team sports, outdoor pursuits and aquatics. |
| PE.7.L.3.Su.d: | Recognize selected in-school opportunities for participation in team sports, outdoor pursuits and aquatics. |
| PE.7.L.3.Pa.d: | Recognize a school opportunity for participation in team sports, outdoor pursuits or aquatics. |

PE.7.L.3.5: Identify the community opportunities that promote team sports, outdoor pursuits and aquatics activities.

**Related Access Points**

| Name | Description |
|---|---|
| PE.7.L.3.In.e: | Recognize selected community opportunities that promote fitness and wellness. |
| PE.7.L.3.Su.e: | Recognize selected community opportunities that promote fitness and wellness. |
| PE.7.L.3.Pa.e: | Recognize a selected community opportunity that promotes fitness and wellness. |

PE.7.L.3.6: Identify a variety of team sports, outdoor pursuits and aquatics activities that promote stress management.

**Related Access Points**

| Name | Description |
|---|---|
| PE.7.L.3.In.f: | Recognize a variety of basic team sports, outdoor pursuits and aquatics activities that promote effective stress management. |
| PE.7.L.3.Su.f: | Recognize a variety of selected basic team sports, outdoor pursuits and aquatics activities that promote effective stress management. |
| PE.7.L.3.Pa.f: | Recognize a variety of modified team sports, outdoor pursuits and aquatics activities that promote effective stress management. |

PE.7.L.4.1: Create, implement and assess a personal fitness program in collaboration with a teacher.

**Related Access Points**

| Name | Description |
|---|---|
| PE.7.L.4.In.a: | Create and implement a personal fitness program in collaboration with a teacher. |
| PE.7.L.4.Su.a: | Create a personal fitness program in collaboration with a teacher. |
| PE.7.L.4.Pa.a: | Actively participate in a personal fitness program in collaboration with a teacher. |

PE.7.L.4.2: Develop goals and strategies for a personal physical fitness program.

**Related Access Points**

| Name | Description |
|---|---|
| PE.7.L.4.In.b: | Select goals and identify strategies for a personal physical-activity plan. |
| PE.7.L.4.Su.b: | Select goals and recognize strategies for a personal physical-activity plan. |
| PE.7.L.4.Pa.b: | Select a goal for a personal physical-activity plan. |

PE.7.L.4.3: Use available technology to assess, design and evaluate a personal physical-activity plan.

**Related Access Points**

| Name | Description |
|---|---|
| PE.7.L.4.In.c: | Use a variety of resources, including available technology, to design and assess a personal physical-activity plan. |
| PE.7.L.4.Su.c: | Use a variety of resources, including available technology, to assess a personal activity plan. |
| PE.7.L.4.Pa.c: | Use resources, including available technology, to recognize the effect of a personal activity plan. |

PE.7.L.4.4: Develop a personal fitness program including a variety of physical activities.

**Related Access Points**

| Name | Description |
|---|---|
| PE.7.L.4.In.d: | Identify a variety of physical activities when developing a personal fitness program. |
| PE.7.L.4.Su.d: | Identify a variety of selected physical activities when developing a personal fitness program. |
| PE.7.L.4.Pa.d: | Recognize a variety of physical activities when developing a personal fitness program. |

PE.7.L.4.5: Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.

**Related Access Points**

| Name | Description |
|---|---|
| PE.7.L.4.In.e: | Recognize selected health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition. |
| PE.7.L.4.Su.e: | Recognize selected health-related problems associated with low levels of cardiorespiratory endurance and flexibility. |
| PE.7.L.4.Pa.e: | Recognize consequences of low levels of physical activity. |

PE.7.M.1.1: Participate in modified versions of team sports demonstrating mature patterns while using a variety of manipulative skills.

**Related Access Points**

| Name | Description |
|---|---|
| PE.7.M.1.In.a: | Participate in a modified version of team sports demonstrating a combination of manipulative skills, such as throwing, catching, kicking, punting, trapping, dribbling, volleying and striking. |
| PE.7.M.1.Su.a: | Participate in a modified version of team sports using basic manipulative skills, such as throwing, catching, kicking, punting, trapping, dribbling, volleying and striking. |
| PE.7.M.1.Pa.a: | Participate in a modified version of team sports using guided manipulative skills. |

PE.7.M.1.2: Use basic offensive and defensive strategies while playing modified versions of a variety of sports and activities.

**Related Access Points**

| Name | Description |
|---|---|
| PE.7.M.1.In.b: | Use basic offensive and defensive strategies while playing a modified version of a variety of selected sports and activities. |
| PE.7.M.1.Su.b: | Use basic offensive and defensive strategies while playing a modified version of a sport and activity. |
| PE.7.M.1.Pa.b: | Use guided offensive and defensive movements while playing a modified version of a sport or activity. |

PE.7.M.1.3: Demonstrate appropriate relationships between the body and an opponent in dynamic game situations.

**Related Access Points**

| Name | Description |
|---|---|
| PE.7.M.1.In.c: | Demonstrate appropriate relationships between the body and an opponent in simulated parts of game situations, such as staying between opponent and goal and moving between opponent and the ball. |
| PE.7.M.1.Su.c: | Use appropriate relationships between the body and an opponent in simulated game situations, such as staying between opponent and goal and moving between opponent and the ball. |
| PE.7.M.1.Pa.c: | Imitate appropriate relationships between the body and an opponent in guided and simulated game situations, such as staying between opponent and goal and moving between opponent and the ball. |

PE.7.M.1.4: Demonstrate introductory outdoor pursuits skills.

**Related Access Points**

| Name | Description |
|---|---|
| PE.7.M.1.In.d: | Perform introductory skills in outdoor pursuits, such as archery, backpacking, orienteering, hiking, canoeing, fishing or ropes courses. |
| PE.7.M.1.Su.d: | Imitate introductory skills in outdoor pursuits, such as archery, backpacking, orienteering, hiking, canoeing, fishing or ropes courses. |
| PE.7.M.1.Pa.d: | Perform guided introductory skills in modified outdoor pursuits, such as archery, backpacking, orienteering, hiking, canoeing, fishing or ropes courses. |

PE.7.M.1.5: Perform aquatics activities to improve or maintain health-related fitness.

**Related Access Points**

| Name | Description |
|---|---|
| PE.7.M.1.In.e: | Participate in aquatics activities to improve or maintain health-related fitness, such as water aerobics, water polo or survival swimming. |
| PE.7.M.1.Su.e: | Participate in modified aquatics activities to improve or maintain health-related fitness. |

| | |
|---|---|
| PE.7.M.1.Pa.e: | Participate in guided modified aquatics activities to improve or maintain health-related fitness. |

PE.7.M.1.6: Demonstrate the critical elements in specialized skills related to a variety of team sports or outdoor pursuits activities.

**Related Access Points**

| Name | Description |
|---|---|
| PE.7.M.1.In.f: | Perform selected critical elements in specialized skills related to sports or outdoor pursuit activities, such as overhand throw for distance/force, bumping a volleyball, steering a canoe, batting or correct stance in archery. |
| PE.7.M.1.Su.f: | Perform guided critical elements in specialized skills related to sports or outdoor pursuit activities. |
| PE.7.M.1.Pa.f: | Perform guided skills related to modified sports or outdoor pursuit activities. |

PE.7.M.1.7: Utilize proper equipment and implement appropriate safety procedures for participation in a variety of sports or activities.

**Related Access Points**

| Name | Description |
|---|---|
| PE.7.M.1.In.g: | Use selected equipment and appropriate safety procedures for participation in a variety of sports or activities. |
| PE.7.M.1.Su.g: | Use selected equipment and appropriate safety procedures for participation in a variety of modified sports or activities. |
| PE.7.M.1.Pa.g: | Use selected equipment and appropriate safety procedures for participation in a variety of guided sports or activities. |

PE.7.M.1.8: Apply technology to evaluate, monitor and improve individual skill performance.

**Related Access Points**

| Name | Description |
|---|---|
| PE.7.M.1.In.h: | Apply technology to develop, monitor and improve individual basic skill performance, such as videotaping. |
| PE.7.M.1.Su.h: | Apply technology to monitor and improve individual basic skill performance, such as videotaping. |
| PE.7.M.1.Pa.h: | Apply technology to improve individual skill performance, such as videotaping. |

PE.7.M.1.9: Demonstrate principles of biomechanics necessary for safe and successful performance.

**Related Access Points**

| Name | Description |
|---|---|
| PE.7.M.1.In.i: | Demonstrate more than one principle of biomechanics necessary for safe and successful performance in a variety of activities. |
| PE.7.M.1.Su.i: | Demonstrate one principle of biomechanics necessary for safe and successful performance in an activity. |
| PE.7.M.1.Pa.i: | Perform safe and successful movements in activities. |

PE.7.R.5.1: Identify situations in which peer pressure could negatively impact one's own behavior choices.

**Related Access Points**

| Name | Description |
|---|---|
| PE.7.R.5.In.a: | Recognize situations in which peer pressure could negatively impact one's own behavior choices. |
| PE.7.R.5.Su.a: | Recognize a situation in which peer pressure could negatively impact one's own behavior choices. |
| PE.7.R.5.Pa.a: | Associate a situation in which peer pressure could negatively impact behavior with one's own choices. |

PE.7.R.5.2: Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.

**Related Access Points**

| Name | Description |
|---|---|
| PE.7.R.5.In.b: | Show acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings. |
| PE.7.R.5.Su.b: | Show acceptance and respect for persons of diverse backgrounds and abilities in selected physical-activity settings. |
| PE.7.R.5.Pa.b: | Participate cooperatively with persons of diverse backgrounds and abilities in selected physical-activity settings. |

PE.7.R.5.3: Demonstrate responsible behaviors during physical activities.

**Related Access Points**

| Name | Description |
|---|---|
| PE.7.R.5.In.c: | Use responsible behaviors during physical activities, such as controlling emotions, respecting opponents and officials and accepting both victory and defeat. |
| PE.7.R.5.Su.c: | Use responsible behaviors during physical activities, such as controlling emotions and respecting opponents and officials. |
| PE.7.R.5.Pa.c: | Use responsible behaviors during physical activities, such as controlling emotions. |

PE.7.R.5.4: List examples of appropriate personal, social and ethical behaviors that apply to specific physical activities.

**Related Access Points**

| Name | Description |
|---|---|
| PE.7.R.5.In.d: | Recognize appropriate personal, social and ethical behaviors that apply to specific physical activities. |
| PE.7.R.5.Su.d: | Recognize appropriate personal and ethical behaviors that apply to specific physical activities. |
| PE.7.R.5.Pa.d: | Recognize appropriate personal behavior that applies to selected physical activities. |

PE.7.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**

| Name | Description |
|---|---|
| PE.7.R.5.In.e: | Use appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities. |
| PE.7.R.5.Su.e: | Use appropriate etiquette, respect for facilities and safe behaviors while participating in a variety of physical activities. |
| PE.7.R.5.Pa.e: | Use safe behaviors while participating in a variety of physical activities. |

PE.7.R.6.1: Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.

**Related Access Points**

| Name | Description |
|---|---|
| PE.7.R.6.In.a: | Recognize an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle. |
| PE.7.R.6.Su.a: | Recognize an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment. |
| PE.7.R.6.Pa.a: | Recognize an opportunity for participation in a physical activity that occurs outside of the school setting. |

PE.7.R.6.2: Discuss the potential benefits of participation in a variety of physical activities.

**Related Access Points**

| Name | Description |
|---|---|
| PE.7.R.6.In.b: | Identify selected potential benefits of participation in a variety of physical activities, such as physical, mental, emotional and social benefits. |
| PE.7.R.6.Su.b: | Recognize selected potential benefits of participation in a variety of physical activities, such as physical, mental, emotional and social benefits. |
| PE.7.R.6.Pa.b: | Associate a selected benefit to the participation in a physical activity, such as a physical, mental, emotional or social benefit. |

PE.7.R.6.3: Participate in games, sports and/or physical activities from other cultures.

**Related Access Points**

| Name | Description |
|---|---|
| PE.7.R.6.In.c: | Select games, sports or physical activities from other cultures. |
| PE.7.R.6.Su.c: | Identify selected games, sports or physical activities from other cultures. |
| PE.7.R.6.Pa.c: | Recognize selected games, sports or physical activities from other cultures. |

PE.8.C.2.1: Identify basic rules for individual/dual sports.

**Related Access Points**

| Name | Description |
|---|---|
| PE.8.C.2.In.a: | Recognize basic rules for individual/dual sports, such as setting up to start, consequences for violating rules and keeping accurate score. |
| PE.8.C.2.Su.a: | Recognize basic rules for selected individual/dual sports, such as setting up to start, consequences for violating rules and keeping accurate score. |
| PE.8.C.2.Pa.a: | Recognize a basic rule for selected individual/dual sports. |

PE.8.C.2.2: Identify basic rules for alternative/extreme sports activities.

**Related Access Points**

| Name | Description |
|---|---|
| PE.8.C.2.In.b: | Recognize basic rules for alternative/extreme sports activities. |
| PE.8.C.2.Su.b: | Recognize basic safety measures for alternative/extreme sports activities. |
| PE.8.C.2.Pa.b: | Recognize a basic safety measure for alternative/extreme sports activities. |

PE.8.C.2.3: Explain basic offensive and defensive strategies in individual/dual sports.

**Related Access Points**

| Name | Description |
|---|---|
| PE.8.C.2.In.c: | Describe basic offensive and defensive strategies in individual/dual sports. |
| PE.8.C.2.Su.c: | Identify basic offensive and defensive strategies in individual/dual sports. |
| PE.8.C.2.Pa.c: | Recognize basic offensive and defensive tactics in modified individual/dual sports. |

PE.8.C.2.4: Explain basic offensive and defensive strategies in alternative/extreme sports activities.

**Related Access Points**

| Name | Description |
|---|---|
| PE.8.C.2.In.d: | Identify basic offensive and defensive strategies in alternative/extreme sports activities. |
| PE.8.C.2.Su.d: | Recognize basic offensive and defensive strategies in alternative/extreme sports activities. |
| PE.8.C.2.Pa.d: | Recognize a basic offensive and defensive strategy in a selected alternative/extreme sports activity. |

PE.8.C.2.5: Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.

**Related Access Points**

| Name | Description |
|---|---|
| PE.8.C.2.In.e: | Provide feedback on skill patterns of self or partner to detect and correct mechanical errors. |
| PE.8.C.2.Su.e: | Use feedback on skill patterns of both self and partner to correct mechanical errors. |
| PE.8.C.2.Pa.e: | Use feedback on skill patterns of self to correct mechanical errors. |

PE.8.C.2.6: Identify the critical elements for successful performance in a variety of sport skills or physical activities.

**Related Access Points**

| Name | Description |
|---|---|
| PE.8.C.2.In.f: | Recognize the critical elements for successful performance in a variety of sport skills or physical activities. |
| PE.8.C.2.Su.f: | Recognize selected critical elements for successful performance in a variety of sport skills or physical activities. |
| PE.8.C.2.Pa.f: | Associate selected critical elements with successful performance of a sport skill and physical activity. |

PE.8.C.2.7: List specific safety procedures and equipment necessary for a variety of sport skills and physical activities.

**Related Access Points**

| Name | Description |
|---|---|
| PE.8.C.2.In.g: | Identify specific safety procedures and equipment necessary for a variety of sports and physical activities. |
| PE.8.C.2.Su.g: | Recognize specific safety procedures and equipment necessary for a variety of sports and physical activities. |
| PE.8.C.2.Pa.g: | Recognize a specific safety procedure and equipment necessary for a sport or physical activity. |

PE.8.C.2.8: Describe how movement skills and strategies learned in one physical activity can be transferred and used in other physical activities.

**Related Access Points**

| Name | Description |
|---|---|
| PE.8.C.2.In.h: | Identify movement skills and strategies used in different physical activities, such as volleyball or tennis serve, surfing and skate boarding. |
| PE.8.C.2.Su.h: | Recognize movement skills and strategies used in different physical activities, such as volleyball or tennis serve, surfing and skate boarding. |
| PE.8.C.2.Pa.h: | Recognize a movement skill and strategy used in physical activities, such as volleyball or tennis serve, surfing and skate boarding. |

PE.8.L.3.1: Participate in moderate physical activity on a daily basis.

**Related Access Points**

| Name | Description |
|---|---|
| PE.8.L.3.In.a: | Participate in a selected moderate physical activity on a daily basis. |
| PE.8.L.3.Su.a: | Participate in moderate modified physical activity on a daily basis. |
| PE.8.L.3.Pa.a: | Participate in modified physical activity on a daily basis. |

PE.8.L.3.2: Participate in vigorous physical activity on a daily basis.

**Related Access Points**

| Name | Description |
|---|---|
| PE.8.L.3.In.b: | Participate in a healthy level of physical activity on a daily basis. |
| PE.8.L.3.Su.b: | Participate in a healthy level of modified physical activity on a daily basis. |
| PE.8.L.3.Pa.b: | Participate in healthy level of guided physical activity on a daily basis. |

PE.8.L.3.3: Participate in a variety of individual/dual and alternative/extreme sport activities that promote health-related components of fitness.

**Related Access Points**

| Name | Description |
|---|---|
| PE.8.L.3.In.c: | Participate in a variety of basic individual/dual and alternative/extreme sports activities that promote cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition. |
| PE.8.L.3.Su.c: | Participate in a variety of selected, basic individual/dual and alternative/extreme sports activities that promote cardiorespiratory endurance, physical conditioning, flexibility and body composition. |
| PE.8.L.3.Pa.c: | Participate in a variety of selected, modified individual/dual and alternative/extreme sports activities that promote cardiorespiratory endurance, physical conditioning, flexibility and body composition. |

PE.8.L.3.4: Identify the in-school opportunities for participation in individual/dual and alternative/extreme sports.

**Related Access Points**

| Name | Description |
|---|---|
| PE.8.L.3.In.d: | Recognize the in-school opportunities for participation in individual/dual and alternative/extreme sports. |
| PE.8.L.3.Su.d: | Recognize selected in-school opportunities for participation in individual/dual and alternative/extreme sports. |
| PE.8.L.3.Pa.d: | Recognize a school opportunity for participation in individual/dual or alternative/extreme sports. |

PE.8.L.3.5: Identify the community opportunities for participation in individual/dual and alternative/extreme sports.

**Related Access Points**

| Name | Description |
|---|---|
| PE.8.L.3.In.e: | Recognize community opportunities for participation in individual/dual or alternative/extreme sports. |
| PE.8.L.3.Su.e: | Recognize selected community opportunities for participation in individual/dual or alternative/extreme sports. |
| PE.8.L.3.Pa.e: | Recognize a selected community opportunity for participation in individual/dual or alternative/extreme sports. |

PE.8.L.3.6: Identify a variety of individual/dual and alternative/extreme sport activities that promote stress management.

**Related Access Points**

| Name | Description |
|---|---|
| PE.8.L.3.In.f: | Recognize a variety of basic individual/dual and alternative/extreme sports activities that promote effective stress management. |
| PE.8.L.3.Su.f: | Recognize a variety of selected basic individual/dual and alternative/extreme sports activities that promote effective stress management. |
| PE.8.L.3.Pa.f: | Recognize a variety of selected modified individual/dual and alternative/extreme sports activities that promote effective stress management. |

PE.8.L.4.1: Create, implement and assess a personal fitness program in collaboration with a teacher.

**Related Access Points**

| Name | Description |
|---|---|
| PE.8.L.4.In.a: | Create and implement a personal fitness program in collaboration with a teacher. |
| PE.8.L.4.Su.a: | Create a personal fitness program in collaboration with a teacher. |
| PE.8.L.4.Pa.a: | Actively participate in a personal fitness program in collaboration with a teacher. |

PE.8.L.4.2: Develop goals and strategies for a personal physical fitness program.

**Related Access Points**

| Name | Description |
|---|---|
| PE.8.L.4.In.b: | Select goals and identify strategies for a personal physical-activity plan. |
| PE.8.L.4.Su.b: | Select goals and recognize strategies for a personal physical-activity plan. |
| PE.8.L.4.Pa.b: | Select a goal for a personal physical-activity plan. |

PE.8.L.4.3: Use available technology to assess, design and evaluate a personal physical fitness program.

**Related Access Points**

| Name | Description |
|---|---|
| PE.8.L.4.In.c: | Use a variety of resources, including available technology, to design and assess their personal physical-activity plan. |
| PE.8.L.4.Su.c: | Use a variety of resources, including available technology, to assess a personal activity plan. |
| PE.8.L.4.Pa.c: | Use resources, including available technology, to recognize the effect of a personal activity plan. |

PE.8.L.4.4: Develop a personal fitness program including a variety of physical activities.

**Related Access Points**

| Name | Description |
|---|---|
| PE.8.L.4.In.d: | Identify a variety of physical activities in developing a personal fitness program. |
| PE.8.L.4.Su.d: | Identify a variety of selected physical activities in developing a personal fitness program. |
| PE.8.L.4.Pa.d: | Recognize a variety of physical activities in developing a personal fitness program. |

PE.8.L.4.5: Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.

**Related Access Points**

| Name | Description |
|---|---|
| PE.8.L.4.In.e: | Recognize health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition. |
| PE.8.L.4.Su.e: | Recognize health-related problems associated with low levels of cardiorespiratory endurance, and muscular strength and endurance. |
| PE.8.L.4.Pa.e: | Recognize a health-related problem associated with low levels of physical activity. |

PE.8.L.4.6: Define training principles appropriate for enhancing cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.

**Related Access Points**

| Name | Description |
|---|---|
| PE.8.L.4.In.f: | Identify the training principles, such as overload and specificity, appropriate for enhancing cardiorespiratory endurance, muscular strength and endurance and flexibility. |
| PE.8.L.4.Su.f: | Recognize selected training principles, such as overload and specificity, appropriate for enhancing cardiorespiratory endurance, muscular strength and endurance and flexibility. |

| | |
|---|---|
| PE.8.L.4.Pa.f: | Associate selected training principles, such as overload and specificity, with enhancing cardiorespiratory endurance, muscular strength and endurance and flexibility. |

PE.8.M.1.1: Demonstrate competency in motor skills for a variety of individual/dual and extreme/alternative sports.

**Related Access Points**

| Name | Description |
|---|---|
| PE.8.M.1.In.a: | Demonstrate motor skills for a variety of individual/dual and extreme/alternative sports. |
| PE.8.M.1.Su.a: | Use basic motor skills for a variety of modified individual/dual and extreme/alternative sports. |
| PE.8.M.1.Pa.a: | Perform movement skills for a variety of modified individual/dual or extreme/alternative sports. |

PE.8.M.1.2: Demonstrate critical elements when striking with an object or implement.

**Related Access Points**

| Name | Description |
|---|---|
| PE.8.M.1.In.b: | Demonstrate selected critical elements when striking with an object or implement. |
| PE.8.M.1.Su.b: | Use selected critical elements when striking with a modified object or implement. |
| PE.8.M.1.Pa.b: | Perform a striking movement with a modified object or implement. |

PE.8.M.1.3: Demonstrate body management for successful participation in a variety of modified games and activities.

**Related Access Points**

| Name | Description |
|---|---|
| PE.8.M.1.In.c: | Demonstrate body management for successful participation in modified games and activities. |
| PE.8.M.1.Su.c: | Demonstrate body management for successful participation in selected modified games. |
| PE.8.M.1.Pa.c: | Demonstrate body management for successful participation in a selected modified game or activity. |

PE.8.M.1.4: Apply principles of biomechanics necessary for safe and successful performance.

**Related Access Points**

| Name | Description |
|---|---|
| PE.8.M.1.In.d: | Demonstrate principles of biomechanics necessary for safe and successful performance in activities. |
| PE.8.M.1.Su.d: | Demonstrate at least one principle of biomechanics necessary for safe and successful performance in a variety of activities. |
| PE.8.M.1.Pa.d: | Demonstrate safe and successful movements in activities. |

PE.8.M.1.5: Demonstrate appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.

**Related Access Points**

| Name | Description |
|---|---|
| PE.8.M.1.In.e: | Use appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking. |
| PE.8.M.1.Su.e: | Perform actions with appropriate speed and force when distance running, throwing, jumping, striking or kicking. |
| PE.8.M.1.Pa.e: | Perform selected actions with appropriate speed and force when distance running, throwing, jumping, striking or kicking. |

PE.8.M.1.6: Demonstrate offensive, defensive and transition strategies and tactics.

**Related Access Points**

| Name | Description |
|---|---|
| PE.8.M.1.In.f: | Demonstrate offensive and defensive strategies and use guided transition strategies. |
| PE.8.M.1.Su.f: | Demonstrate modified offensive and defensive strategies and use guided transition strategies. |
| PE.8.M.1.Pa.f: | Perform modified offensive and defensive movements and guided transition strategies. |

PE.8.M.1.7: Apply skill-related components of balance, reaction time, agility, coordination, power and speed to enhance performance levels.

**Related Access Points**

| Name | Description |
|---|---|
| PE.8.M.1.In.g: | Demonstrate skill-related components of balance, reaction time, agility, coordination, power and speed to enhance performance levels. |
| PE.8.M.1.Su.g: | Demonstrate skill-related components of balance, reaction time, agility, power and speed to enhance performance levels. |
| PE.8.M.1.Pa.g: | Demonstrate a selected skill-related component of balance, reaction time, agility, power or speed to enhance performance levels. |

PE.8.M.1.8: Apply technology to evaluate, monitor and improve individual motor skills.

**Related Access Points**

| Name | Description |
|---|---|
| PE.8.M.1.In.h: | Apply technology to develop, monitor and improve individual motor skills. |
| PE.8.M.1.Su.h: | Apply technology to monitor and improve individual motor skills. |
| PE.8.M.1.Pa.h: | Apply technology to improve individual movement skills. |

PE.8.M.1.9: Select and utilize appropriate safety equipment.

**Related Access Points**

| Name | Description |
|---|---|
| PE.8.M.1.In.i: | Select and utilize basic safety equipment. |
| PE.8.M.1.Su.i: | Utilize basic safety equipment. |
| PE.8.M.1.Pa.i: | Utilize selected safety equipment. |

PE.8.R.5.1: List ways to act independently of peer pressure during physical activities.

**Related Access Points**

| Name | Description |
|---|---|
| PE.8.R.5.In.a: | Identify ways to act independently of peer pressure in selected physical activities. |
| PE.8.R.5.Su.a: | Recognize ways to act independently of peer pressure in a selected physical activity. |
| PE.8.R.5.Pa.a: | Recognize appropriate behavior choices for selected situations in school. |

PE.8.R.5.2: Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.

**Related Access Points**

| Name | Description |
|---|---|
| PE.8.R.5.In.b: | Identify strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities. |
| PE.8.R.5.Su.b: | Recognize strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities. |
| PE.8.R.5.Pa.b: | Participate cooperatively with persons of diverse backgrounds and abilities in a variety of physical activities. |

PE.8.R.5.3: Demonstrate sportsmanship during game situations.

**Related Access Points**

| Name | Description |
|---|---|
| PE.8.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.8.R.5.Su.c: | Use responsible behaviors during physical activities, such as controlling emotions, respecting opponents and officials and accepting both victory and defeat. |
| PE.8.R.5.Pa.c: | Use responsible behaviors during physical activities, such as controlling emotions and respecting opponents and officials. |

PE.8.R.5.4: Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.

**Related Access Points**

| Name | Description |
|---|---|
| PE.8.R.5.In.d: | Use appropriate personal, social and ethical behaviors while participating in a variety of physical activities. |
| PE.8.R.5.Su.d: | Use appropriate personal and ethical behaviors while participating in a variety of physical activities. |
| PE.8.R.5.Pa.d: | Use appropriate personal behaviors while participating in a variety of physical activities. |

PE.8.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**

| Name | Description |
|---|---|
| PE.8.R.5.In.e: | Use appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities. |
| PE.8.R.5.Su.e: | Use appropriate etiquette, respect for facilities and safe behaviors while participating in a variety of physical activities. |
| PE.8.R.5.Pa.e: | Use appropriate etiquette and safe behaviors while participating in a variety of physical activities. |

PE.8.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**

| Name | Description |
|---|---|
| PE.8.R.6.In.a: | Describe opportunities for participation in physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle. |
| PE.8.R.6.Su.a: | Identify opportunities for participation in physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle. |
| PE.8.R.6.Pa.a: | Recognize opportunities for participation in physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle. |

PE.8.R.6.2: Describe the potential benefits of participation in a variety of physical activities.

**Related Access Points**

| Name | Description |
|---|---|
| PE.8.R.6.In.b: | Identify potential benefits of participation in a variety of physical activities, such as physical, mental, emotional and social benefits. |
| PE.8.R.6.Su.b: | Recognize selected potential benefits of participation in a variety of physical activities, such as physical, mental, emotional and social benefits. |

| | |
|---|---|
| | PE.8.R.6.Pa.b: Associate selected benefits with participation in a variety of physical activities, such as physical, mental, emotional and social benefits. |
| PE.8.R.6.3: | Compare and contrast games, sports and/or physical activities from other cultures. |

**Related Access Points**

| Name | Description |
|---|---|
| PE.8.R.6.In.c: | Identify similarities in games, sports or physical activities according to cultures. |
| PE.8.R.6.Su.c: | Recognize similarities in games, sports or physical activities from other cultures. |
| PE.8.R.6.Pa.c: | Recognize a game, sport or physical activity that is the same in another other culture. |

**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.

MA.K12.MTR.1.1:

**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.

**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.

MA.K12.MTR.2.1:

**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.

**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.

MA.K12.MTR.3.1:

**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.

**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.

MA.K12.MTR.4.1:

**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.

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

| | |
|---|---|
| MA.K12.MTR.5.1: | • Focus on relevant details within a problem.<br>• Create plans and procedures to logically order events, steps or ideas to solve problems.<br>• Decompose a complex problem into manageable parts.<br>• Relate previously learned concepts to new concepts.<br>• Look for similarities among problems.<br>• Connect solutions of problems to more complicated large-scale situations.<br>**Clarifications:**<br>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:<br>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.<br>• Support students to develop generalizations based on the similarities found among problems.<br>• Provide opportunities for students to create plans and procedures to solve problems.<br>• 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.**<br>Mathematicians who assess the reasonableness of solutions:<br>• Estimate to discover possible solutions.<br>• Use benchmark quantities to determine if a solution makes sense.<br>• Check calculations when solving problems.<br>• Verify possible solutions by explaining the methods used.<br>• Evaluate results based on the given context.<br>**Clarifications:**<br>Teachers who encourage students to assess the reasonableness of solutions:<br>• Have students estimate or predict solutions prior to solving.<br>• Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>• Reinforce that students check their work as they progress within and after a task.<br>• Strengthen students' ability to verify solutions through justifications. |
| MA.K12.MTR.7.1: | **Apply mathematics to real-world contexts.**<br>Mathematicians who apply mathematics to real-world contexts:<br>• Connect mathematical concepts to everyday experiences.<br>• Use models and methods to understand, represent and solve problems.<br>• Perform investigations to gather data or determine if a method is appropriate.<br>• Redesign models and methods to improve accuracy or efficiency.<br>**Clarifications:**<br>Teachers who encourage students to apply mathematics to real-world contexts:<br>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.<br>• Challenge students to question the accuracy of their models and methods.<br>• Support students as they validate conclusions by comparing them to the given situation.<br>• Indicate how various concepts can be applied to other disciplines. |
| ELA.K12.EE.1.1: | Cite evidence to explain and justify reasoning.<br>**Clarifications:**<br>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.<br>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.<br>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.<br>6-8 Students continue with previous skills and use a style guide to create a proper citation.<br>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.<br>**Clarifications:**<br>See Text Complexity for grade-level complexity bands and a text complexity rubric. |
| ELA.K12.EE.3.1: | Make inferences to support comprehension.<br>**Clarifications:**<br>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.<br>**Clarifications:**<br>In kindergarten, students learn to listen to one another respectfully.<br>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.<br>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. |
| | Use the accepted rules governing a specific format to create quality work. |

| | |
|---|---|
| ELA.K12.EE.5.1: | **Clarifications:**<br>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.<br>**Clarifications:**<br>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. |

# General Course Information and Notes

## 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:** 7815010

**Course Path: Section:** Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Academics - Subject Areas >

**Abbreviated Title:** M/J ACCESS PE: 6-8

**Course Length:** Semester (S)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

## Educator Certifications

| |
|---|
| Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Physical Education (Grades 6-12) |
| Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Physical Education (Grades K-8) |
| Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Physical Education (Elementary and Secondary Grades K-12) |
| Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Adaptive Physical Education Endorsement |
| Mentally Handicapped (Elementary and Secondary Grades K-12) Plus Physical Education (Grades 6-12) |
| Mentally Handicapped (Elementary and Secondary Grades K-12) Plus Physical Education (Grades K-8) |
| Mentally Handicapped (Elementary and Secondary Grades K-12) Plus Physical Education (Elementary and Secondary Grades K-12) |
| Mentally Handicapped (Elementary and Secondary Grades K-12) Plus Adaptive Physical Education Endorsement |
| Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Physical Education (Grades 6-12) |
| Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Physical Education (Grades K-8) |
| Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Physical Education (Elementary and Secondary Grades K-12) |
| Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Adaptive Physical Education Endorsement |
| Emotionally Handicapped (Elementary and Secondary Grades K-12) Plus Physical Education (Grades 6-12) |
| Emotionally Handicapped (Elementary and Secondary Grades K-12) Plus Physical Education (Grades K-8) |
| Emotionally Handicapped (Elementary and Secondary Grades K-12) Plus Physical Education (Elementary and Secondary Grades K-12) |
| Emotionally Handicapped (Elementary and Secondary Grades K-12) Plus Adaptive Physical Education Endorsement |
| Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Physical Education (Grades 6-12) |
| Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Physical Education (Grades K-8) |
| Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Physical Education (Elementary and Secondary Grades K-12) |
| Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Adaptive Physical Education Endorsement |
| Speech Correction (Elementary and Secondary Grades K-12) Plus Physical Education (Grades 6-12) |

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| Speech Correction (Elementary and Secondary Grades K-12) Plus Physical Education (Grades K-8) |
| Speech Correction (Elementary and Secondary Grades K-12) Plus Physical Education (Elementary and Secondary Grades K-12) |
| Speech Correction (Elementary and Secondary Grades K-12) Plus Adaptive Physical Education Endorsement |
| Occupational Therapy (Elementary and Secondary Grades K-12) Plus Physical Education (Grades 6-12) |
| Occupational Therapy (Elementary and Secondary Grades K-12) Plus Physical Education (Grades K-8) |
| Occupational Therapy (Elementary and Secondary Grades K-12) Plus Physical Education (Elementary and Secondary Grades K-12) |
| Occupational Therapy (Elementary and Secondary Grades K-12) Plus Adaptive Physical Education Endorsement |
| Physical Education (Grades 6-12) Plus Speech Language Impaired Associate (Elementary and Secondary Grades K-12) |
| Physical Education (Grades K-8) Plus Speech Language Impaired Associate (Elementary and Secondary Grades K-12) |
| Physical Education (Elementary and Secondary Grades K-12) Plus Speech Language Impaired Associate (Elementary and Secondary Grades K-12) |
| Speech Language Impaired Associate (Elementary and Secondary Grades K-12) Plus Adaptive Physical Education Endorsement |
| Hearing Impaired (Grades K-12) Plus Physical Education (Grades 6-12) |
| Hearing Impaired (Grades K-12) Plus Physical Education (Grades K-8) |
| Hearing Impaired (Grades K-12) Plus Physical Education (Elementary and Secondary Grades K-12) |
| Hearing Impaired (Grades K-12) Plus Adaptive Physical Education Endorsement |
| Visually Impaired (Elementary and Secondary Grades K-12) Plus Physical Education (Grades 6-12) |
| Visually Impaired (Elementary and Secondary Grades K-12) Plus Physical Education (Grades K-8) |
| Visually Impaired (Elementary and Secondary Grades K-12) Plus Physical Education (Elementary and Secondary Grades K-12) |
| Visually Impaired (Elementary and Secondary Grades K-12) Plus Adaptive Physical Education Endorsement |
| Speech Language Impaired (Elementary and Secondary Grades K-12) Plus Physical Education (Grades 6-12) |
| Speech Language Impaired (Elementary and Secondary Grades K-12) Plus Physical Education (Grades K-8) |
| Speech Language Impaired (Elementary and Secondary Grades K-12) Plus Physical Education (Elementary and Secondary Grades K-12) |
| Speech Language Impaired (Elementary and Secondary Grades K-12) Plus Adaptive Physical Education Endorsement |

# Access M/J Comprehensive Science 1 (#7820015) 2023 - And Beyond (current)

M/J Comprehensive Science 1-2002040

## Course Standards

| Name | Description |
|---|---|
| SC.6.E.6.1: | Describe and give examples of ways in which Earth's surface is built up and torn down by physical and chemical weathering, erosion, and deposition. |

**Related Access Points**

| Name | Description |
|---|---|
| SC.6.E.6.In.1: | Describe how weathering and erosion reshape the Earth's surface. |
| SC.6.E.6.Su.1: | Recognize that wind and water cause physical weathering and erosion. |
| SC.6.E.6.Pa.1: | Recognize that water can move soil. |

| | |
|---|---|
| SC.6.E.6.2: | Recognize that there are a variety of different landforms on Earth's surface such as coastlines, dunes, rivers, mountains, glaciers, deltas, and lakes and relate these landforms as they apply to Florida. |

**Related Access Points**

| Name | Description |
|---|---|
| SC.6.E.6.In.2: | Identify various landforms in Florida, including coastlines, rivers, lakes, and dunes. |
| SC.6.E.6.Su.2: | Recognize different landforms in Florida, including beaches (coastlines), rivers, and lakes. |
| SC.6.E.6.Pa.2: | Recognize a landform in Florida, such as a beach (coastline), river, or lake. |

| | |
|---|---|
| SC.6.E.7.1: | Differentiate among radiation, conduction, and convection, the three mechanisms by which heat is transferred through Earth's system. |

**Related Access Points**

| Name | Description |
|---|---|
| SC.6.E.7.In.1: | Recognize that heat is a flow of energy that moves through Earth's land, air, and water in different ways, including conduction, convection, and radiation. |
| SC.6.E.7.Su.1: | Recognize that heat can transfer from the Sun to the water, land, and air. Recognize that heat can transfer from the Sun to the water, land, and air. |
| SC.6.E.7.Pa.1: | Recognize that the Sun is a source of heat. |

| | |
|---|---|
| SC.6.E.7.2: | Investigate and apply how the cycling of water between the atmosphere and hydrosphere has an effect on weather patterns and climate. |

**Related Access Points**

| Name | Description |
|---|---|
| SC.6.E.7.In.2: | Identify components in the water cycle, including evaporation, condensation, precipitation, ground water, and runoff. |
| SC.6.E.7.Su.2: | Recognize parts of the water cycle such as clouds (condensation), rain (precipitation), and evaporation. |
| SC.6.E.7.Pa.2: | Recognize that rain comes from clouds. |

| | |
|---|---|
| SC.6.E.7.3: | Describe how global patterns such as the jet stream and ocean currents influence local weather in measurable terms such as temperature, air pressure, wind direction and speed, and humidity and precipitation. |

**Related Access Points**

| Name | Description |
|---|---|
| SC.6.E.7.In.3: | Identify the way elements of weather are measured, including temperature, humidity, wind speed and direction, and precipitation. |
| SC.6.E.7.Su.3: | Recognize the way temperature and wind speed are measured. |
| SC.6.E.7.Pa.3: | Recognize different types of weather conditions, including hot/cold, raining/not raining, and windy/calm. |

| | |
|---|---|
| SC.6.E.7.4: | Differentiate and show interactions among the geosphere, hydrosphere, cryosphere, atmosphere, and biosphere. |

**Related Access Points**

| Name | Description |
|---|---|
| SC.6.E.7.In.4: | Recognize that Earth consists of different parts, including air that is over the Earth (atmosphere), water that covers much of the Earth (hydrosphere), and the parts that support all living things on Earth (biosphere). |
| SC.6.E.7.Su.4: | Recognize where living things are found (biosphere) and where the air is found (atmosphere) on Earth. |
| SC.6.E.7.Pa.4: | Recognize that air covers Earth (atmosphere). |

| | |
|---|---|
| SC.6.E.7.5: | Explain how energy provided by the sun influences global patterns of atmospheric movement and the temperature differences between air, water, and land. |

**Related Access Points**

| Name | Description |
|---|---|
| SC.6.E.7.In.5: | Recognize that there are general patterns of weather that move around Earth, and in North America the patterns typically move from west to east. |
| SC.6.E.7.Su.5: | Recognize that there are patterns of weather that move. |
| SC.6.E.7.Pa.3: | Recognize different types of weather conditions, including hot/cold, raining/not raining, and windy/calm. |

SC.6.E.7.6: Differentiate between weather and climate.

**Related Access Points**

| Name | Description |
|---|---|
| SC.6.E.7.In.6: | Identify climate as the expected weather patterns in a region. |
| SC.6.E.7.Su.6: | Identify the major characteristics of climate in Florida, including temperature and precipitation. |
| SC.6.E.7.Pa.3: | Recognize different types of weather conditions, including hot/cold, raining/not raining, and windy/calm. |

SC.6.E.7.7: Investigate how natural disasters have affected human life in Florida.

**Related Access Points**

| Name | Description |
|---|---|
| SC.6.E.7.In.7: | Identify possible effects of hurricanes and other natural disasters on humans in Florida. |
| SC.6.E.7.Su.7: | Recognize possible effects of severe storms, hurricanes, or other natural disasters in Florida. |
| SC.6.E.7.Pa.5: | Recognize where to go in severe weather situations or drills at school and at home. |

SC.6.E.7.8: Describe ways human beings protect themselves from hazardous weather and sun exposure.

**Related Access Points**

| Name | Description |
|---|---|
| SC.6.E.7.In.8: | Identify ways humans get ready for severe storms and protect themselves from sun exposure. |
| SC.6.E.7.Su.8: | Recognize ways people prepare for severe storms and protect themselves from sun exposure. |
| SC.6.E.7.Pa.5: | Recognize where to go in severe weather situations or drills at school and at home. |

SC.6.E.7.9: Describe how the composition and structure of the atmosphere protects life and insulates the planet.

**Related Access Points**

| Name | Description |
|---|---|
| SC.6.E.7.In.9: | Identify that the atmosphere protects Earth from radiation from the Sun and regulates the temperature. |
| SC.6.E.7.Su.9: | Recognize that the air that surrounds Earth (atmosphere) protects living things from the intense heat of the Sun. |
| SC.6.E.7.Pa.4: | Recognize that air covers Earth (atmosphere). |

SC.6.L.14.1: Describe and identify patterns in the hierarchical organization of organisms from atoms to molecules and cells to tissues to organs to organ systems to organisms.

**Related Access Points**

| Name | Description |
|---|---|
| SC.6.L.14.In.1: | Identify how the major structures of plants and organs of animals work as parts of larger systems, such as the heart is part of the circulatory system that pumps blood. |
| SC.6.L.14.Su.1: | Identify the major internal organs of animals and external structures of plants and their functions. |
| SC.6.L.14.Pa.1: | Recognize that the human body is made up of various parts. |

SC.6.L.14.2: Investigate and explain the components of the scientific theory of cells (cell theory): all organisms are composed of cells (single-celled or multi-cellular), all cells come from pre-existing cells, and cells are the basic unit of life.

**Related Access Points**

| Name | Description |
|---|---|
| SC.6.L.14.In.2: | Identify that the cell is the smallest basic unit of life and most living things are composed of many cells. |
| SC.6.L.14.Su.2: | Recognize that there are smaller parts in all living things, too small to be seen without magnification, called cells. |
| SC.6.L.14.Pa.1: | Recognize that the human body is made up of various parts. |

SC.6.L.14.3: Recognize and explore how cells of all organisms undergo similar processes to maintain homeostasis, including extracting energy from food, getting rid of waste, and reproducing.

**Related Access Points**

| Name | Description |
|---|---|
| SC.6.L.14.In.3: | Identify that cells carry out important functions within an organism, such as using energy from food. |
| SC.6.L.14.Su.3: | Recognize that animals, including humans, use energy from food. |
| SC.6.L.14.Pa.2: | Identify basic needs of plants and animals. |

SC.6.L.14.4: Compare and contrast the structure and function of major organelles of plant and animal cells, including cell wall, cell membrane, nucleus, cytoplasm, chloroplasts, mitochondria, and vacuoles.

**Related Access Points**

| Name | Description |
|---|---|
| SC.6.L.14.In.4: | Recognize that plant and animal cells have different parts and each part has a function. |
| SC.6.L.14.Su.2: | Recognize that there are smaller parts in all living things, too small to be seen without magnification, called cells. |
| SC.6.L.14.Pa.2: | Identify basic needs of plants and animals. |

SC.6.L.14.5: Identify and investigate the general functions of the major systems of the human body (digestive, respiratory, circulatory, reproductive, excretory, immune, nervous, and musculoskeletal) and describe ways these systems interact with each other to maintain homeostasis.

**Related Access Points**

| Name | Description |
|---|---|
| SC.6.L.14.In.1: | Identify how the major structures of plants and organs of animals work as parts of larger systems, such as the heart is part of the circulatory system that pumps blood. |
| SC.6.L.14.Su.1: | Identify the major internal organs of animals and external structures of plants and their functions. |
| SC.6.L.14.Pa.3: | Recognize body parts related to basic needs, such as mouth for eating. |

SC.6.L.14.6: Compare and contrast types of infectious agents that may infect the human body, including viruses, bacteria, fungi, and parasites.

**Related Access Points**

| Name | Description |
|---|---|
| SC.6.L.14.In.5: | Recognize that bacteria and viruses can infect the human body. |
| SC.6.L.14.Su.4: | Identify ways to prevent infection from bacteria and viruses, such as hand washing. |
| SC.6.L.14.Pa.4: | Recognize practices that keep the body free from infection, such as hand washing. |

SC.6.L.15.1: Analyze and describe how and why organisms are classified according to shared characteristics with emphasis on the Linnaean system combined with the concept of Domains.

**Related Access Points**

| Name | Description |
|---|---|
| SC.6.L.15.In.1: | Classify animals into major groups, such as insects, fish, reptiles, mammals, and birds. |
| SC.6.L.15.Su.1: | Sort common animals by their physical characteristics. |
| SC.6.L.15.Pa.1: | Match animals based on a given shared characteristic. |

SC.6.N.1.1: Define a problem from the sixth grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.

**Related Access Points**

| Name | Description |
|---|---|
| SC.6.N.1.In.1: | Identify a problem from the sixth grade curriculum, use reference materials to gather information, carry out an experiment, collect and record data, and report results. |
| SC.6.N.1.Su.1: | Recognize a problem from the sixth grade curriculum, use materials to gather information, carry out a simple experiment, and record and share results. |
| SC.6.N.1.Pa.1: | Recognize a problem related to the sixth grade curriculum, observe and explore objects or activities, and recognize a solution. |

SC.6.N.1.2: Explain why scientific investigations should be replicable.

**Related Access Points**

| Name | Description |
|---|---|
| SC.6.N.1.In.2: | Identify that scientific investigations can be repeated the same way by others. |
| SC.6.N.1.Su.2: | Recognize that experiments involve procedures that can be repeated the same way by others. |
| SC.6.N.1.Pa.2: | Recognize that when a common activity is repeated, it has the same result. |

SC.6.N.1.3: Explain the difference between an experiment and other types of scientific investigation, and explain the relative benefits and limitations of each.

**Related Access Points**

| Name | Description |
|---|---|
| SC.6.N.1.In.3: | Identify that scientists can use different kinds of experiments, methods, and explanations to find answers to scientific questions. |
| SC.6.N.1.Su.3: | Recognize that scientists perform experiments, make observations, and gather evidence to answer scientific questions. |
| SC.6.N.1.Pa.3: | Recognize that people conduct activities and share information about science. |

SC.6.N.1.4: Discuss, compare, and negotiate methods used, results obtained, and explanations among groups of students conducting the same investigation.

**Related Access Points**

| Name | Description |
|---|---|
| SC.6.N.1.In.3: | Identify that scientists can use different kinds of experiments, methods, and explanations to find answers to scientific questions. |
| SC.6.N.1.Su.3: | Recognize that scientists perform experiments, make observations, and gather evidence to answer scientific questions. |
| SC.6.N.1.Pa.3: | Recognize that people conduct activities and share information about science. |

SC.6.N.1.5: Recognize that science involves creativity, not just in designing experiments, but also in creating explanations that fit evidence.

**Related Access Points**

| Name | Description |
|---|---|
| SC.6.N.1.In.4: | Compare results of observations and experiments of self and others. |
| SC.6.N.1.Su.4: | Identify information based on observations and experiments of self and others. |
| SC.6.N.1.Pa.3: | Recognize that people conduct activities and share information about science. |

SC.6.N.2.1: Distinguish science from other activities involving thought.

**Related Access Points**

| Name | Description |
|---|---|
| SC.6.N.2.In.1: | Identify familiar topics included in the study of science. |
| SC.6.N.2.Su.1: | Recognize familiar topics in the study of science. |
| SC.6.N.2.Pa.1: | Recognize objects and pictures related to science. |

SC.6.N.2.2: Explain that scientific knowledge is durable because it is open to change as new evidence or interpretations are encountered.

**Related Access Points**

| Name | Description |
|---|---|
| SC.6.N.2.In.2: | Identify that scientific knowledge changes with new evidence or new interpretations. |
| SC.6.N.2.Su.2: | Recognize that scientific knowledge changes when new things are discovered. |
| SC.6.N.2.Pa.1: | Recognize objects and pictures related to science. |

SC.6.N.2.3: Recognize that scientists who make contributions to scientific knowledge come from all kinds of backgrounds and possess varied talents, interests, and goals.

**Related Access Points**

| Name | Description |
|---|---|
| SC.6.N.1.In.3: | Identify that scientists can use different kinds of experiments, methods, and explanations to find answers to scientific questions. |
| SC.6.N.2.Su.3: | Recognize contributions of well-known scientists. |
| SC.6.N.2.Pa.2: | Recognize a scientist as a person who works with science. |

SC.6.N.3.1: Recognize and explain that a scientific theory is a well-supported and widely accepted explanation of nature and is not simply a claim posed by an individual. Thus, the use of the term theory in science is very different than how it is used in everyday life.

**Related Access Points**

| Name | Description |
|---|---|
| SC.6.N.3.In.1: | Identify that a scientific theory is an explanation of nature supported by evidence. |
| SC.6.N.3.Su.1: | Recognize that a scientific theory is an explanation of nature. |
| SC.6.N.3.Pa.1: | Observe and recognize a predictable cause-effect relationship related to a science topic. |

SC.6.N.3.2: Recognize and explain that a scientific law is a description of a specific relationship under given conditions in the natural world. Thus, scientific laws are different from societal laws.

**Related Access Points**

| Name | Description |
|---|---|
| SC.6.N.3.In.2: | Identify examples of scientific laws (proven descriptions of nature), such as the law of gravity. |
| SC.6.N.3.Su.2: | Recognize events that are based on scientific laws, such as the law of gravity. |
| SC.6.N.3.Pa.1: | Observe and recognize a predictable cause-effect relationship related to a science topic. |

SC.6.N.3.3: Give several examples of scientific laws.

**Related Access Points**

| Name | Description |
|---|---|
| SC.6.N.3.In.2: | Identify examples of scientific laws (proven descriptions of nature), such as the law of gravity. |
| SC.6.N.3.Su.2: | Recognize events that are based on scientific laws, such as the law of gravity. |
| SC.6.N.3.Pa.1: | Observe and recognize a predictable cause-effect relationship related to a science topic. |

SC.6.N.3.4: Identify the role of models in the context of the sixth grade science benchmarks.

**Related Access Points**

| Name | Description |
|---|---|
| SC.6.N.3.In.3: | Identify models used in the context of sixth grade science access points. |
| SC.6.N.3.Su.3: | Recognize models used in the context of sixth grade science access points. |
| SC.6.N.3.Pa.2: | Associate a model with an activity used in the context of sixth grade science access points. |

SC.6.P.11.1: Explore the Law of Conservation of Energy by differentiating between potential and kinetic energy. Identify situations where kinetic energy is transformed into potential energy and vice versa.

**Related Access Points**

| Name | Description |
|---|---|
| SC.6.P.11.In.1: | Identify energy as stored (potential) or expressed in motion (kinetic). |
| SC.6.P.11.Su.1: | Recognize examples of stored energy, such as in a roller coaster. |
| SC.6.P.11.Pa.1: | Distinguish between objects in motion (kinetic energy) and at rest. |

SC.6.P.12.1: Measure and graph distance versus time for an object moving at a constant speed. Interpret this relationship.

**Related Access Points**

| Name | Description |
|---|---|
| SC.6.P.12.In.1: | Identify that speed describes the distance and time in which an object is moving, such as miles per hour. |
| SC.6.P.12.Su.1: | Recognize that speed describes how far an object travels in a given amount of time. |
| SC.6.P.12.Pa.1: | Recognize that traveling longer distances takes more time, such as going to the cafeteria takes longer than going across the classroom. |

SC.6.P.13.1: Investigate and describe types of forces including contact forces and forces acting at a distance, such as electrical, magnetic, and gravitational.

**Related Access Points**

| Name | Description |
|---|---|
| SC.6.P.13.In.1: | Identify examples of gravitational and contact forces, such as falling objects or push and pull. |
| SC.6.P.13.Su.1: | Distinguish between pushing and pulling forces (contact) and falling (gravitational force) of an object. |
| SC.6.P.13.Pa.1: | Recognize that pushing or pulling makes an object move (contact force). |

SC.6.P.13.2: Explore the Law of Gravity by recognizing that every object exerts gravitational force on every other object and that the force depends on how much mass the objects have and how far apart they are.

**Related Access Points**

| Name | Description |
|---|---|
| SC.6.P.13.In.1: | Identify examples of gravitational and contact forces, such as falling objects or push and pull. |
| SC.6.P.13.Su.1: | Distinguish between pushing and pulling forces (contact) and falling (gravitational force) of an object. |
| SC.6.P.13.Pa.1: | Recognize that pushing or pulling makes an object move (contact force). |
| SC.6.P.13.Pa.2: | Recognize that objects fall unless supported by something. |

SC.6.P.13.3: Investigate and describe that an unbalanced force acting on an object changes its speed, or direction of motion, or both.

**Related Access Points**

| Name | Description |
|---|---|
| SC.6.P.13.In.2: | Demonstrate and describe how forces can change the speed and direction of objects in motion. |
| SC.6.P.13.Su.2: | Recognize that force can change the speed and direction of an object in motion. |
| SC.6.P.13.Pa.3: | Recognize the speed (fast or slow) of a moving 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.<br>• Challenge students to question the accuracy of their models and methods.<br>• Support students as they validate conclusions by comparing them to the given situation.<br>• Indicate how various concepts can be applied to other disciplines. |
| ELA.K12.EE.1.1: | Cite evidence to explain and justify reasoning.<br>**Clarifications:**<br>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.<br>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.<br>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.<br>6-8 Students continue with previous skills and use a style guide to create a proper citation.<br>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.<br>**Clarifications:**<br>See Text Complexity for grade-level complexity bands and a text complexity rubric. |
| ELA.K12.EE.3.1: | Make inferences to support comprehension.<br>**Clarifications:**<br>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.<br>**Clarifications:**<br>In kindergarten, students learn to listen to one another respectfully.<br>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.<br>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.<br>**Clarifications:**<br>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.<br>**Clarifications:**<br>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. |
| HE.6.C.1.3 **(Archived Standard):** | Identify environmental factors that affect personal health. |

**Related Access Points**

| Name | Description |
|---|---|
| HE.6.C.1.In.c: | Recognize environmental factors that affect personal health, such as air quality, availability of sidewalks, or spoiled food. |
| HE.6.C.1.Su.c: | Recognize an environmental factor that affects personal health, such as air quality, availability of sidewalks, or spoiled food. |
| HE.6.C.1.Pa.c: | Recognize a factor in the school environment that promotes personal health, such as having adequate lighting or a clean environment. |

| | |
|---|---|
| HE.6.C.1.5 **(Archived Standard):** | Explain how body systems are impacted by hereditary factors and infectious agents. |

**Related Access Points**

| Name | Description |
|---|---|
| HE.6.C.1.In.e: | Identify likely injuries or illnesses resulting from engaging in unhealthy/risky behaviors, such as obesity related to poor nutrition and inactivity, cancer and chronic lung disease related to tobacco use, injuries caused from failure to use seat restraint, and sexually transmitted diseases. |
| HE.6.C.1.Su.e: | Recognize likely injuries or illnesses resulting from engaging in an unhealthy behavior, such as obesity related to poor nutrition and inactivity, cancer and chronic lung disease related to tobacco use, injuries caused from failure to use seat restraint, and sexually transmitted diseases. |
| HE.6.C.1.Pa.e: | Recognize a likely injury or illness from engaging in an unhealthy behavior, such as obesity related to poor nutrition and inactivity or injuries caused from failure to use seat restraint. |

## 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.

**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:** 7820015

**Course Path: Section:** Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Academics - Subject Areas >

**Abbreviated Title:** ACCESS M/J COMPSCI 1

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

## Educator Certifications

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|---|
| 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 (Elementary Grades 1-6) |
| 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 (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 (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) |

| |
|---|
| 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 (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) |
| 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 (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) |
| Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Middle Grades Integrated Curriculum (Middle Grades 5-9) |
| Emotionally 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) |
| Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Middle Grades Integrated Curriculum (Middle Grades 5-9) |
| Middle Grades Integrated Curriculum (Middle Grades 5-9) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12) |

# Access M/J Comprehensive Science 2 (#7820016) 2023 - And Beyond (current)

M/J Comprehensive Science 2-2002070

## Course Standards

| Name | Description |
|---|---|
| SC.7.E.6.1: | Describe the layers of the solid Earth, including the lithosphere, the hot convecting mantle, and the dense metallic liquid and solid cores. |

**Related Access Points**

| Name | Description |
|---|---|
| SC.7.E.6.In.1: | Identify that Earth has three layers (crust, mantle, and core) and describe the inside (core) as the hottest layer. |
| SC.7.E.6.Su.1: | Recognize that the surface of Earth is called the crust. |
| SC.7.E.6.Pa.1: | Recognize the ground as the outer surface (crust) of Earth. |

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| SC.7.E.6.2: | Identify the patterns within the rock cycle and relate them to surface events (weathering and erosion) and sub-surface events (plate tectonics and mountain building). |

**Related Access Points**

| Name | Description |
|---|---|
| SC.7.E.6.In.2: | Recognize that slow changes, such as mountain-building, and fast changes, such as volcanic eruptions, are caused by shifts below Earth's surface. |
| SC.7.E.6.Su.2: | Recognize that mountains change size and shape over a long period of time. |
| SC.7.E.6.Pa.2: | Discriminate between surface features of ground on Earth, such as rocky/sandy, flat/hilly, rough/smooth, or solid/liquid. |

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| SC.7.E.6.3: | Identify current methods for measuring the age of Earth and its parts, including the law of superposition and radioactive dating. |

**Related Access Points**

| Name | Description |
|---|---|
| SC.7.E.6.In.3: | Demonstrate how older rock layers are deposited at the bottom before younger layers (Law of Superposition). |
| SC.7.E.6.Su.2: | Recognize that mountains change size and shape over a long period of time. |
| SC.7.E.6.Pa.3: | Recognize that ground on the Earth's surface changes over time. |

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| SC.7.E.6.4: | Explain and give examples of how physical evidence supports scientific theories that Earth has evolved over geologic time due to natural processes. |

**Related Access Points**

| Name | Description |
|---|---|
| SC.7.E.6.In.4: | Identify physical evidence, such as fossils and sedimentary rock, which show how Earth has changed over a very long period of time. |
| SC.7.E.6.Su.3: | Recognize that fossils are remains or imprints of living things from long ago. |
| SC.7.E.6.Pa.3: | Recognize that ground on the Earth's surface changes over time. |

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| SC.7.E.6.5: | Explore the scientific theory of plate tectonics by describing how the movement of Earth's crustal plates causes both slow and rapid changes in Earth's surface, including volcanic eruptions, earthquakes, and mountain building. |

**Related Access Points**

| Name | Description |
|---|---|
| SC.7.E.6.In.2: | Recognize that slow changes, such as mountain-building, and fast changes, such as volcanic eruptions, are caused by shifts below Earth's surface. |
| SC.7.E.6.Su.4: | Recognize the effects of earthquakes and volcanoes. |
| SC.7.E.6.Pa.2: | Discriminate between surface features of ground on Earth, such as rocky/sandy, flat/hilly, rough/smooth, or solid/liquid. |

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|---|---|
| SC.7.E.6.6: | Identify the impact that humans have had on Earth, such as deforestation, urbanization, desertification, erosion, air and water quality, changing the flow of water. |

**Related Access Points**

| Name | Description |
|---|---|
| SC.7.E.6.In.5: | Recognize that humans have had an impact on Earth, such as polluting the air and water and expanding urban areas and road systems. |
| SC.7.E.6.Su.5: | Recognize that polluting the air and water can harm Earth. |
| SC.7.E.6.Pa.3: | Recognize that ground on the Earth's surface changes over time. |

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|---|---|
| SC.7.E.6.7: | Recognize that heat flow and movement of material within Earth causes earthquakes and volcanic eruptions, and creates mountains and ocean basins. |

**Related Access Points**

| Name | Description |
|---|---|
| SC.7.E.6.In.4: | Identify physical evidence, such as fossils and sedimentary rock, which show how Earth has changed over a very long period of time. |
| SC.7.E.6.Su.4: | Recognize the effects of earthquakes and volcanoes. |
| SC.7.E.6.Pa.4: | Distinguish between clean and dirty water. |

SC.7.L.15.1: Recognize that fossil evidence is consistent with the scientific theory of evolution that living things evolved from earlier species.

**Related Access Points**

| Name | Description |
|---|---|
| SC.7.L.15.In.1: | Recognize that fossils help people learn about living things that lived a very long time ago. |
| SC.7.L.15.Su.1: | Identify fossils as parts of animals and plants that are no longer alive. |
| SC.7.L.15.Pa.1: | Recognize that living things can die. |

SC.7.L.15.2: Explore the scientific theory of evolution by recognizing and explaining ways in which genetic variation and environmental factors contribute to evolution by natural selection and diversity of organisms.

**Related Access Points**

| Name | Description |
|---|---|
| SC.7.L.15.In.2: | Recognize that physical characteristics of living things are adapted to deal with the conditions of the environment, such as skin color or gills on a fish. |
| SC.7.L.15.Su.2: | Recognize that common plants or animals have special features that enable them to live in their environment, such as a as a fish has gills so it can live underwater. |
| SC.7.L.15.Pa.2: | Recognize a personal characteristic, such as hair color, that is different from the parents. |

SC.7.L.15.3: Explore the scientific theory of evolution by relating how the inability of a species to adapt within a changing environment may contribute to the extinction of that species.

**Related Access Points**

| Name | Description |
|---|---|
| SC.7.L.15.In.3: | Explain extinction and give examples. |
| SC.7.L.15.Su.3: | Recognize that some plants and animals no longer exist (are extinct). |
| SC.7.L.15.Pa.1: | Recognize that living things can die. |

SC.7.L.16.1: Understand and explain that every organism requires a set of instructions that specifies its traits, that this hereditary information (DNA) contains genes located in the chromosomes of each cell, and that heredity is the passage of these instructions from one generation to another.

**Related Access Points**

| Name | Description |
|---|---|
| SC.7.L.16.In.1: | Explain that some characteristics are passed from parent to child (inherited). |
| SC.7.L.16.Su.1: | Recognize that offspring have similar characteristics to parents. |
| SC.7.L.16.Pa.1: | Recognize a characteristic passed from parents to self, such as eye color. |

SC.7.L.16.2: Determine the probabilities for genotype and phenotype combinations using Punnett Squares and pedigrees.

**Related Access Points**

| Name | Description |
|---|---|
| SC.7.L.16.In.2: | Recognize that it is possible to predict whether a person is likely to inherit a particular trait from parents. |
| SC.7.L.16.Su.2: | Recognize that animals, including humans, inherit some characteristics from one parent and some from the other. |
| SC.7.L.16.Pa.1: | Recognize a characteristic passed from parents to self, such as eye color. |

SC.7.L.16.3: Compare and contrast the general processes of sexual reproduction requiring meiosis and asexual reproduction requiring mitosis.

**Related Access Points**

| Name | Description |
|---|---|
| SC.7.L.16.In.3: | Explain that offspring receive half their genes from each parent in sexual reproduction. |
| SC.7.L.16.Su.2: | Recognize that animals, including humans, inherit some characteristics from one parent and some from the other. |
| SC.7.L.16.Pa.2: | Recognize that children are born from two parents. |

SC.7.L.16.4: Recognize and explore the impact of biotechnology (cloning, genetic engineering, artificial selection) on the individual, society and the environment.

**Related Access Points**

| Name | Description |
|---|---|
| SC.7.L.16.In.4: | Recognize that science processes (biotechnology) have been used to develop new foods and medicines. |
| SC.7.L.16.Su.3: | Recognize that science (biotechnology) has been used to develop new products for use in daily life. |
| SC.7.L.16.Pa.3: | Recognize common products, such as medicine, developed through science. |

SC.7.L.17.1: Explain and illustrate the roles of and relationships among producers, consumers, and decomposers in the process of energy transfer in a food web.

**Related Access Points**

| Name | Description |
|---|---|
| SC.7.L.17.In.1: | Identify that in a simple food chain, energy transfers from the Sun to plants (producers), to animals (consumers), and to organisms that cause decay (decomposers). |
| SC.7.L.17.Su.1: | Identify different types of consumers in a food chain, including animals that eat plants, animals that eat other animals, and animals that eat plants and animals. |
| SC.7.L.17.Pa.1: | Recognize that humans eat vegetables and fruits (plants) and meat (animals). |

SC.7.L.17.2: Compare and contrast the relationships among organisms such as mutualism, predation, parasitism, competition, and commensalism.

**Related Access Points**

| Name | Description |
|---|---|
| SC.7.L.17.In.2: | Describe how organisms interact with other organisms in an ecosystem to help each other (mutualism), to obtain food (predation), and to benefit at the expense of the other (parasitism). |
| SC.7.L.17.Su.2: | Recognize how living things affect each other in their habitat (ecosystem). |
| SC.7.L.17.Pa.2: | Recognize a mutual relationship between people and other living things. |

SC.7.L.17.3: Describe and investigate various limiting factors in the local ecosystem and their impact on native populations, including food, shelter, water, space, disease, parasitism, predation, and nesting sites.

**Related Access Points**

| Name | Description |
|---|---|
| SC.7.L.17.In.3: | Recognize that living things compete with each other to get the things they need to live in their local environment. |
| SC.7.L.17.Su.3: | Identify how a lack of food, water, or shelter affects plants and animals in their habitats. |
| SC.7.L.17.Pa.3: | Recognize what happens when animals don't get food and water. |

SC.7.N.1.1: Define a problem from the seventh grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.

**Related Access Points**

| Name | Description |
|---|---|
| SC.7.N.1.In.1: | Identify a problem from the seventh grade curriculum, use reference materials to gather information, carry out an experiment, collect and record data, and report results. |
| SC.7.N.1.Su.1: | Recognize a problem from the seventh grade curriculum, use materials to gather information, conduct a simple experiment, and record and share results. |
| SC.7.N.1.Pa.1: | Recognize a problem related to the seventh grade curriculum, observe and explore objects and activities, and recognize a solution. |

SC.7.N.1.2: Differentiate replication (by others) from repetition (multiple trials).

**Related Access Points**

| Name | Description |
|---|---|
| SC.7.N.1.In.2: | Recognize the relationship between the end product (dependent variable) and in the input (independent variable) in an experiment. |
| SC.7.N.1.Su.2: | Recognize what is tested in a simple experiment (dependent variable). |
| SC.7.N.1.Pa.2: | Recognize observable changes in a simple experiment, such as plant growth. |

SC.7.N.1.3: Distinguish between an experiment (which must involve the identification and control of variables) and other forms of scientific investigation and explain that not all scientific knowledge is derived from experimentation.

**Related Access Points**

| Name | Description |
|---|---|
| SC.7.N.1.In.3: | Identify questions that can be answered by scientific investigation, such as can a plant grow without sunlight? |
| SC.7.N.1.Su.3: | Recognize a question that can be answered by scientific investigation, such as can a plant grow without sunlight? |
| SC.7.N.1.Pa.3: | Associate objects and activities with science. |

SC.7.N.1.4: Identify test variables (independent variables) and outcome variables (dependent variables) in an experiment.

**Related Access Points**

| Name | Description |
|---|---|
| SC.7.N.1.In.2: | Recognize the relationship between the end product (dependent variable) and in the input (independent variable) in an experiment. |
| SC.7.N.1.Su.2: | Recognize what is tested in a simple experiment (dependent variable). |
| SC.7.N.1.Pa.2: | Recognize observable changes in a simple experiment, such as plant growth. |

SC.7.N.1.5: Describe the methods used in the pursuit of a scientific explanation as seen in different fields of science such as biology, geology, and physics.

**Related Access Points**

| Name | Description |
|---|---|
| SC.7.N.1.In.4: | Identify ways that science can be used to study different areas, such as life science, earth and space science, and physical science. |
| SC.7.N.1.Su.4: | Recognize that science includes different areas, such as life science, earth and space science, and physical science. |

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| | SC.7.N.1.Pa.3: Associate objects and activities with science. |

SC.7.N.1.6: Explain that empirical evidence is the cumulative body of observations of a natural phenomenon on which scientific explanations are based.

**Related Access Points**

| Name | Description |
|---|---|
| SC.7.N.1.In.5: | Identify that scientific knowledge is based on a large body of evidence and observations. |
| SC.7.N.1.Su.5: | Recognize that scientific knowledge is based on evidence and observations. |
| SC.7.N.1.Pa.3: | Associate objects and activities with science. |

SC.7.N.1.7: Explain that scientific knowledge is the result of a great deal of debate and confirmation within the science community.

**Related Access Points**

| Name | Description |
|---|---|
| SC.7.N.1.In.3: | Identify questions that can be answered by scientific investigation, such as can a plant grow without sunlight? |
| SC.7.N.1.Su.3: | Recognize a question that can be answered by scientific investigation, such as can a plant grow without sunlight? |
| SC.7.N.1.Pa.3: | Associate objects and activities with science. |

SC.7.N.2.1: Identify an instance from the history of science in which scientific knowledge has changed when new evidence or new interpretations are encountered.

**Related Access Points**

| Name | Description |
|---|---|
| SC.7.N.2.In.1: | Identify an example of a change in scientific knowledge based on new evidence or new interpretations. |
| SC.7.N.2.Su.1: | Recognize an example of a change in scientific knowledge based on new evidence. |
| SC.7.N.2.Pa.1: | Recognize information related to science. |

SC.7.N.3.1: Recognize and explain the difference between theories and laws and give several examples of scientific theories and the evidence that supports them.

**Related Access Points**

| Name | Description |
|---|---|
| SC.7.N.3.In.1: | Identify that scientific theories are explanations and laws describe relationships, and both are supported by evidence. |
| SC.7.N.3.Su.1: | Recognize that scientific theories and laws are supported by evidence. |
| SC.7.N.3.Pa.1: | Recognize that people use science to solve problems. |

SC.7.N.3.2: Identify the benefits and limitations of the use of scientific models.

**Related Access Points**

| Name | Description |
|---|---|
| SC.7.N.3.In.2: | Identify a benefit of using a model to explain how things work. |
| SC.7.N.3.Su.2: | Recognize a benefit of using a model to explain how things work. |
| SC.7.N.3.Pa.2: | Recognize a model of a common activity. |

SC.7.P.10.1: Illustrate that the sun's energy arrives as radiation with a wide range of wavelengths, including infrared, visible, and ultraviolet, and that white light is made up of a spectrum of many different colors.

**Related Access Points**

| Name | Description |
|---|---|
| SC.7.P.10.In.1: | Identify that white (visible) light has many colors, such as when viewed with a prism. |
| SC.7.P.10.Su.1: | Recognize that white (visible) light contains many colors, such as viewed with a prism or rainbow. |
| SC.7.P.10.Pa.1: | Recognize primary colors of a rainbow. |

SC.7.P.10.2: Observe and explain that light can be reflected, refracted, and/or absorbed.

**Related Access Points**

| Name | Description |
|---|---|
| SC.7.P.10.In.2: | Recognize that light can be reflected or absorbed. |
| SC.7.P.10.Su.2: | Recognize that light can be reflected. |
| SC.7.P.10.Pa.2: | Recognize reflections of objects. |

SC.7.P.10.3: Recognize that light waves, sound waves, and other waves move at different speeds in different materials.

**Related Access Points**

| Name | Description |
|---|---|
| SC.7.P.10.In.3: | Identify that light and sound travel in wave patterns. |
| SC.7.P.10.Su.3: | Recognize that sound and light travel. |
| SC.7.P.10.Pa.3: | Match light and sound to their sources. |

SC.7.P.11.1: Recognize that adding heat to or removing heat from a system may result in a temperature change and possibly a change of state.

**Related Access Points**

| Name | Description |
|---|---|
| SC.7.P.11.In.1: | Identify that when heat is added or taken away, a temperature change occurs. |
| SC.7.P.11.Su.1: | Recognize what happens to the temperature when heat is added. |
| SC.7.P.11.Pa.1: | Recognize that a hot object can make a cold object warm when they touch. |

SC.7.P.11.2: Investigate and describe the transformation of energy from one form to another.

**Related Access Points**

| Name | Description |
|---|---|
| SC.7.P.11.In.2: | Recognize that one form of energy can change to other forms of energy, such as solar panels change light into electricity. |
| SC.7.P.11.Su.2: | Recognize that energy can change forms, such as electricity produces light and heat in a lamp. |
| SC.7.P.11.Pa.2: | Recognize that electrical devices need energy to work. |

SC.7.P.11.3: Cite evidence to explain that energy cannot be created nor destroyed, only changed from one form to another.

**Related Access Points**

| Name | Description |
|---|---|
| SC.7.P.11.In.2: | Recognize that one form of energy can change to other forms of energy, such as solar panels change light into electricity. |
| SC.7.P.11.Su.2: | Recognize that energy can change forms, such as electricity produces light and heat in a lamp. |
| SC.7.P.11.Pa.2: | Recognize that electrical devices need energy to work. |

SC.7.P.11.4: Observe and describe that heat flows in predictable ways, moving from warmer objects to cooler ones until they reach the same temperature.

**Related Access Points**

| Name | Description |
|---|---|
| SC.7.P.11.In.3: | Identify examples of the predictable movement of heat, such as hot air rises and heat transfers from hot to cold objects. |
| SC.7.P.11.Su.3: | Identify that heat rises. |
| SC.7.P.11.Pa.1: | Recognize that a hot object can make a cold object warm when they touch. |

**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.

MA.K12.MTR.1.1:

**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.

**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.

MA.K12.MTR.2.1:

**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.

**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.

MA.K12.MTR.3.1:

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| | **Clarifications:**<br>Teachers who encourage students to complete tasks with mathematical fluency:<br>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.<br>• Offer multiple opportunities for students to practice efficient and generalizable methods.<br>• 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.**<br>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:<br>• Communicate mathematical ideas, vocabulary and methods effectively.<br>• Analyze the mathematical thinking of others.<br>• Compare the efficiency of a method to those expressed by others.<br>• Recognize errors and suggest how to correctly solve the task.<br>• Justify results by explaining methods and processes.<br>• Construct possible arguments based on evidence.<br>**Clarifications:**<br>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:<br>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.<br>• Create opportunities for students to discuss their thinking with peers.<br>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.<br>• 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.**<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>• Focus on relevant details within a problem.<br>• Create plans and procedures to logically order events, steps or ideas to solve problems.<br>• Decompose a complex problem into manageable parts.<br>• Relate previously learned concepts to new concepts.<br>• Look for similarities among problems.<br>• Connect solutions of problems to more complicated large-scale situations.<br>**Clarifications:**<br>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:<br>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.<br>• Support students to develop generalizations based on the similarities found among problems.<br>• Provide opportunities for students to create plans and procedures to solve problems.<br>• 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.**<br>Mathematicians who assess the reasonableness of solutions:<br>• Estimate to discover possible solutions.<br>• Use benchmark quantities to determine if a solution makes sense.<br>• Check calculations when solving problems.<br>• Verify possible solutions by explaining the methods used.<br>• Evaluate results based on the given context.<br>**Clarifications:**<br>Teachers who encourage students to assess the reasonableness of solutions:<br>• Have students estimate or predict solutions prior to solving.<br>• Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>• Reinforce that students check their work as they progress within and after a task.<br>• Strengthen students' ability to verify solutions through justifications. |
| MA.K12.MTR.7.1: | **Apply mathematics to real-world contexts.**<br>Mathematicians who apply mathematics to real-world contexts:<br>• Connect mathematical concepts to everyday experiences.<br>• Use models and methods to understand, represent and solve problems.<br>• Perform investigations to gather data or determine if a method is appropriate.<br>• Redesign models and methods to improve accuracy or efficiency.<br>**Clarifications:**<br>Teachers who encourage students to apply mathematics to real-world contexts:<br>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.<br>• Challenge students to question the accuracy of their models and methods.<br>• Support students as they validate conclusions by comparing them to the given situation.<br>• Indicate how various concepts can be applied to other disciplines. |
| ELA.K12.EE.1.1: | Cite evidence to explain and justify reasoning.<br>**Clarifications:**<br>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.<br>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.<br>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 |

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| | referenced by the instructor.<br>6-8 Students continue with previous skills and use a style guide to create a proper citation.<br>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.<br>**Clarifications:**<br>See Text Complexity for grade-level complexity bands and a text complexity rubric. |
| ELA.K12.EE.3.1: | Make inferences to support comprehension.<br>**Clarifications:**<br>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.<br>**Clarifications:**<br>In kindergarten, students learn to listen to one another respectfully.<br>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.<br>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.<br>**Clarifications:**<br>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.<br>**Clarifications:**<br>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. |
| HE.7.C.1.3 **(Archived Standard):** | Analyze how environmental factors affect personal health. |

**Related Access Points**

| Name | Description |
|---|---|
| HE.7.C.1.In.c: | Identify ways environmental factors affect personal health, such as food refrigeration, appropriate home heating and cooling, water quality, and trash- collection services. |
| HE.7.C.1.Su.c: | Recognize ways selected environmental factors can affect personal health, such as food refrigeration, appropriate home heating and cooling, water quality, and trash-collection services. |
| HE.7.C.1.Pa.c: | Recognize an environmental factor that affects personal health, such as having appropriate heating and cooling at school or home. |

HE.7.C.1.8 **(Archived Standard):** Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors.

**Related Access Points**

| Name | Description |
|---|---|
| HE.7.C.1.In.h: | Identify health conditions that are passed from parent to child (inherited), such as sickle-cell anemia, diabetes, heart disease, and acne. |
| HE.7.C.1.Su.h: | Recognize common health problems that are passed from parent to child (inherited), such as sickle-cell anemia, diabetes, and acne. |
| HE.7.C.1.Pa.h: | Recognize a common health problem that is passed from parent to child (inherited), such as sickle-cell anemia, diabetes, or acne. |

# General Course Information and Notes

## 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:** 7820016

**Course Path: Section:** Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Academics - Subject Areas >

**Abbreviated Title:** ACCESS M/J COMPSCI 2

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

## 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 (Elementary Grades 1-6) |
| 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 (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 (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) |
| 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 (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) |
| 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 (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) |

| |
|---|
| Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Middle Grades Integrated Curriculum (Middle Grades 5-9) |
| Emotionally 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) |
| Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Middle Grades Integrated Curriculum (Middle Grades 5-9) |
| Middle Grades Integrated Curriculum (Middle Grades 5-9) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12) |

# Access M/J Comprehensive Science 3 (#7820017) 2023 - And Beyond (current)

M/J Comprehensive Science 3-2002100

## Course Standards

| Name | Description |
|---|---|
| SC.8.E.5.1: | Recognize that there are enormous distances between objects in space and apply our knowledge of light and space travel to understand this distance. |

**Related Access Points**

| Name | Description |
|---|---|
| SC.8.E.5.In.1: | Compare the distances of the Moon, the Sun, and other stars from the Earth. |
| SC.8.E.5.Su.1: | Identify the relative positions of the Sun and the Moon from Earth. |
| SC.8.E.5.Pa.1: | Recognize that the Moon is closer to Earth than the Sun. |

| | |
|---|---|
| SC.8.E.5.2: | Recognize that the universe contains many billions of galaxies and that each galaxy contains many billions of stars. |

**Related Access Points**

| Name | Description |
|---|---|
| SC.8.E.5.In.2: | Identify that the Earth and Sun are a part of the Milky Way galaxy. |
| SC.8.E.5.Su.2: | Recognize that the Solar System is part of a galaxy. |
| SC.8.E.5.Pa.1: | Recognize that the Moon is closer to Earth than the Sun. |

| | |
|---|---|
| SC.8.E.5.3: | Distinguish the hierarchical relationships between planets and other astronomical bodies relative to solar system, galaxy, and universe, including distance, size, and composition. |

**Related Access Points**

| Name | Description |
|---|---|
| SC.8.E.5.In.3: | Identify Earth's position in the Solar System, and its size relative to the Moon and Sun. |
| SC.8.E.5.Su.3: | Identify that there are planets and moons in the Solar System. |
| SC.8.E.5.Pa.1: | Recognize that the Moon is closer to Earth than the Sun. |

| | |
|---|---|
| SC.8.E.5.4: | Explore the Law of Universal Gravitation by explaining the role that gravity plays in the formation of planets, stars, and solar systems and in determining their motions. |

**Related Access Points**

| Name | Description |
|---|---|
| SC.8.E.5.In.4: | Identify gravity as the force that holds orbiting planets in place in the Solar System. |
| SC.8.E.5.Su.3: | Identify that there are planets and moons in the Solar System. |
| SC.8.E.5.Pa.1: | Recognize that the Moon is closer to Earth than the Sun. |

| | |
|---|---|
| SC.8.E.5.5: | Describe and classify specific physical properties of stars: apparent magnitude (brightness), temperature (color), size, and luminosity (absolute brightness). |

**Related Access Points**

| Name | Description |
|---|---|
| SC.8.E.5.In.5: | Identify differences in physical properties of stars, such as brightness, color, and size. |
| SC.8.E.5.Su.4: | Recognize that the Sun is the closest star to Earth and appears large and bright. |
| SC.8.E.5.Pa.2: | Recognize the Sun and stars as objects in space. |

| | |
|---|---|
| SC.8.E.5.6: | Create models of solar properties including: rotation, structure of the Sun, convection, sunspots, solar flares, and prominences. |

**Related Access Points**

| Name | Description |
|---|---|
| SC.8.E.5.In.6: | Describe the Sun as a mass of hot, burning gases that produces very high temperatures. |
| SC.8.E.5.Su.5: | Recognize that the Sun is made of gases that are on fire. |
| SC.8.E.5.Pa.2: | Recognize the Sun and stars as objects in space. |

| | |
|---|---|
| SC.8.E.5.7: | Compare and contrast the properties of objects in the Solar System including the Sun, planets, and moons to those of Earth, such as gravitational force, distance from the Sun, speed, movement, temperature, and atmospheric conditions. |

**Related Access Points**

| Name | Description |
|---|---|
| SC.8.E.5.In.7: | Compare conditions on other planets in the Solar System to those on Earth, such as gravity, temperature, and atmosphere. |
| SC.8.E.5.Su.6: | Recognize that conditions on other planets in the Solar System are different than those on Earth. |
| SC.8.E.5.Pa.2: | Recognize the Sun and stars as objects in space. |

SC.8.E.5.8: Compare various historical models of the Solar System, including geocentric and heliocentric.

**Related Access Points**

| Name | Description |
|---|---|
| SC.8.E.5.In.8: | Identify that long ago people thought the Sun traveled around Earth (geocentric model) until scientists proved otherwise. |
| SC.8.E.5.Su.3: | Identify that there are planets and moons in the Solar System. |
| SC.8.E.5.Pa.1: | Recognize that the Moon is closer to Earth than the Sun. |

SC.8.E.5.9: Explain the impact of objects in space on each other including:
1. the Sun on the Earth including seasons and gravitational attraction
2. the Moon on the Earth, including phases, tides, and eclipses, and the relative position of each body.

**Related Access Points**

| Name | Description |
|---|---|
| SC.8.E.5.In.10: | Recognize that the Moon's revolution around the Earth takes about thirty days. |
| SC.8.E.5.In.9: | Recognize that the four seasons are related to Earth's position as it travels (revolves) around the Sun. |
| SC.8.E.5.Su.7: | Recognize that Earth revolves around the Sun creating the four seasons. |
| SC.8.E.5.Pa.3: | Recognize the four seasons. |

SC.8.E.5.10: Assess how technology is essential to science for such purposes as access to outer space and other remote locations, sample collection, measurement, data collection and storage, computation, and communication of information.

**Related Access Points**

| Name | Description |
|---|---|
| SC.8.E.5.In.11: | Identify technology used by scientists to locate, view, and study objects in space. |
| SC.8.E.5.Su.8: | Recognize that scientists use special tools to examine objects in space. |
| SC.8.E.5.Pa.4: | Recognize a technology tool created for space exploration and adapted for personal use, such as computers, telescopes, or satellites. |

SC.8.E.5.11: Identify and compare characteristics of the electromagnetic spectrum such as wavelength, frequency, use, and hazards and recognize its application to an understanding of planetary images and satellite photographs.

**Related Access Points**

| Name | Description |
|---|---|
| SC.8.E.5.In.12: | Recognize that technology allows special cameras and satellites to take pictures of objects in space. |
| SC.8.E.5.Su.8: | Recognize that scientists use special tools to examine objects in space. |
| SC.8.E.5.Pa.4: | Recognize a technology tool created for space exploration and adapted for personal use, such as computers, telescopes, or satellites. |

SC.8.E.5.12: Summarize the effects of space exploration on the economy and culture of Florida.

**Related Access Points**

| Name | Description |
|---|---|
| SC.8.E.5.In.13: | Identify effects of space research and exploration on Florida's economy. |
| SC.8.E.5.Su.9: | Identify an effect space exploration has had on Florida's economy. |
| SC.8.E.5.Pa.4: | Recognize a technology tool created for space exploration and adapted for personal use, such as computers, telescopes, or satellites. |

SC.8.L.18.1: Describe and investigate the process of photosynthesis, such as the roles of light, carbon dioxide, water and chlorophyll; production of food; release of oxygen.

**Related Access Points**

| Name | Description |
|---|---|
| SC.8.L.18.In.1: | Identify structures in plants that enable them to use the energy from the Sun to make their own food through a process called photosynthesis. |
| SC.8.L.18.Su.1: | Recognize that plants make their own food through a process called photosynthesis. |
| SC.8.L.18.Pa.1: | Recognize that plants need water and light to grow. |

SC.8.L.18.2: Describe and investigate how cellular respiration breaks down food to provide energy and releases carbon dioxide.

**Related Access Points**

| Name | Description |
|---|---|
| SC.8.L.18.In.2: | Recognize that cells break down food to release energy. |
| SC.8.L.18.Su.2: | Recognize that plants and animals get energy from food. |
| SC.8.L.18.Pa.2: | Recognize that food provides energy. |

SC.8.L.18.3: Construct a scientific model of the carbon cycle to show how matter and energy are continuously transferred within and between organisms and their physical environment.

**Related Access Points**

| Name | Description |
|---|---|
| SC.8.L.18.In.3: | Illustrate a model that shows how carbon is cycled between plants and animals. |
| SC.8.L.18.Su.3: | Recognize that plants use the carbon dioxide that animals breathe out. |
| SC.8.L.18.Pa.2: | Recognize that food provides energy. |

SC.8.L.18.4: Cite evidence that living systems follow the Laws of Conservation of Mass and Energy.

**Related Access Points**

| Name | Description |
|---|---|
| SC.8.L.18.In.4: | Identify the flow of energy from the Sun as it is transferred along a food chain. |
| SC.8.L.18.Su.4: | Recognize that plants get energy from the Sun and that energy is transferred to the animals that eat the plants. |
| SC.8.L.18.Pa.2: | Recognize that food provides energy. |

SC.8.N.1.1: Define a problem from the eighth grade curriculum using appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.

**Related Access Points**

| Name | Description |
|---|---|
| SC.8.N.1.In.1: | Identify a problem from the eighth grade curriculum, use reference materials to gather information, carry out an experiment, collect and record data, and report results. |
| SC.8.N.1.Su.1: | Recognize a problem from the eighth grade curriculum, use materials to gather information, conduct a simple experiment, and record and share results. |
| SC.8.N.1.Pa.1: | Recognize a problem related to the eighth grade curriculum, observe and explore objects and activities, and recognize a solution. |

SC.8.N.1.2: Design and conduct a study using repeated trials and replication.

**Related Access Points**

| Name | Description |
|---|---|
| SC.8.N.1.In.1: | Identify a problem from the eighth grade curriculum, use reference materials to gather information, carry out an experiment, collect and record data, and report results. |
| SC.8.N.1.Su.1: | Recognize a problem from the eighth grade curriculum, use materials to gather information, conduct a simple experiment, and record and share results. |
| SC.8.N.1.Pa.1: | Recognize a problem related to the eighth grade curriculum, observe and explore objects and activities, and recognize a solution. |

SC.8.N.1.3: Use phrases such as "results support" or "fail to support" in science, understanding that science does not offer conclusive 'proof' of a knowledge claim.

**Related Access Points**

| Name | Description |
|---|---|
| SC.8.N.1.In.1: | Identify a problem from the eighth grade curriculum, use reference materials to gather information, carry out an experiment, collect and record data, and report results. |
| SC.8.N.1.Su.1: | Recognize a problem from the eighth grade curriculum, use materials to gather information, conduct a simple experiment, and record and share results. |
| SC.8.N.1.Pa.1: | Recognize a problem related to the eighth grade curriculum, observe and explore objects and activities, and recognize a solution. |

SC.8.N.1.4: Explain how hypotheses are valuable if they lead to further investigations, even if they turn out not to be supported by the data.

**Related Access Points**

| Name | Description |
|---|---|
| SC.8.N.1.In.2: | Identify a possible explanation (hypothesis) for a science problem. |
| SC.8.N.1.Su.2: | Recognize a possible explanation (hypothesis) for a science problem. |
| SC.8.N.1.Pa.2: | Recognize science as a way to solve problems about the natural world. |

SC.8.N.1.5: Analyze the methods used to develop a scientific explanation as seen in different fields of science.

**Related Access Points**

| Name | Description |
|---|---|
| SC.8.N.1.In.3: | Identify methods used in different areas of science, such as life science, earth and space science, and physical science. |
| SC.8.N.1.Su.3: | Recognize methods used in different areas of science, such as life science, earth and space science, and physical science. |
| SC.8.N.1.Pa.2: | Recognize science as a way to solve problems about the natural world. |

SC.8.N.1.6: Understand that scientific investigations involve the collection of relevant empirical evidence, the use of logical reasoning, and the application of imagination in devising hypotheses, predictions, explanations and models to make sense of the collected evidence.

**Related Access Points**

| Name | Description |
|---|---|
| SC.8.N.1.In.4: | Identify that the process used in scientific investigations involves asking a research question, forming a hypothesis, reviewing what is already known, collecting evidence through observations or experiments, determining results, and reaching conclusions. |
| SC.8.N.1.Su.4: | Recognize that the basic process used in scientific investigations involves questioning, observing, and recording and sharing results. |
| SC.8.N.1.Pa.2: | Recognize science as a way to solve problems about the natural world. |

SC.8.N.2.1: Distinguish between scientific and pseudoscientific ideas.

**Related Access Points**

| Name | Description |
|---|---|
| SC.8.N.2.In.1: | Identify that scientific knowledge must be supported by evidence. |
| SC.8.N.2.Su.1: | Recognize examples of evidence that supports scientific knowledge. |
| SC.8.N.2.Pa.1: | Recognize an example of observable evidence related to science. |

SC.8.N.2.2: Discuss what characterizes science and its methods.

**Related Access Points**

| Name | Description |
|---|---|
| SC.8.N.2.In.1: | Identify that scientific knowledge must be supported by evidence. |
| SC.8.N.2.Su.1: | Recognize examples of evidence that supports scientific knowledge. |
| SC.8.N.2.Pa.1: | Recognize an example of observable evidence related to science. |

SC.8.N.3.1: Select models useful in relating the results of their own investigations.

**Related Access Points**

| Name | Description |
|---|---|
| SC.8.N.3.In.1: | Identify models used in the context of one's own study of science. |
| SC.8.N.3.Su.1: | Recognize models used in the context of one's own study of science. |
| SC.8.N.3.Pa.1: | Associate a model with an activity used in the context of one's own study of science. |

SC.8.N.3.2: Explain why theories may be modified but are rarely discarded.

**Related Access Points**

| Name | Description |
|---|---|
| SC.8.N.3.In.2: | Identify that scientific theories can change. |
| SC.8.N.3.Su.2: | Recognize that scientific theories can change. |
| SC.8.N.3.Pa.2: | Observe and recognize a cause-effect relationship related to a science topic. |

SC.8.N.4.1: Explain that science is one of the processes that can be used to inform decision making at the community, state, national, and international levels.

**Related Access Points**

| Name | Description |
|---|---|
| SC.8.N.4.In.1: | Identify ways that science processes can be used to make informed decisions in the community, state, and nation. |
| SC.8.N.4.Su.1: | Recognize that science processes can be used to help people in the community and state make wise choices. |
| SC.8.N.4.Pa.1: | Recognize a way science is used in the community. |

SC.8.N.4.2: Explain how political, social, and economic concerns can affect science, and vice versa.

**Related Access Points**

| Name | Description |
|---|---|
| SC.8.N.4.In.1: | Identify ways that science processes can be used to make informed decisions in the community, state, and nation. |
| SC.8.N.4.Su.1: | Recognize that science processes can be used to help people in the community and state make wise choices. |
| SC.8.N.4.Pa.1: | Recognize a way science is used in the community. |

SC.8.P.8.1: Explore the scientific theory of atoms (also known as atomic theory) by using models to explain the motion of particles in solids, liquids, and gases.

**Related Access Points**

| Name | Description |
|---|---|
| SC.8.P.8.In.1: | Compare properties of solids, liquids, and gases. |
| SC.8.P.8.Su.1: | Recognize three states of matter, including solids, liquids, and gases. |
| SC.8.P.8.Pa.1: | Recognize examples of the gaseous state of matter, such as steam or smoke. |

SC.8.P.8.2: Differentiate between weight and mass recognizing that weight is the amount of gravitational pull on an object and is distinct from, though proportional to, mass.

**Related Access Points**

| Name | Description |
|---|---|
| SC.8.P.8.In.2: | Recognize that the weight of an object is related to the pull of gravity. |
| SC.8.P.8.Su.2: | Compare the weight of different sized objects. |

| | |
|---|---|
| SC.8.P.8.Pa.2: | Recognize the heavier of two objects. |

SC.8.P.8.3: Explore and describe the densities of various materials through measurement of their masses and volumes.

**Related Access Points**

| Name | Description |
|---|---|
| SC.8.P.8.In.3: | Observe and compare the density of various materials. |
| SC.8.P.8.Su.3: | Recognize that smaller objects can weigh more than bigger objects because of density. |
| SC.8.P.8.Pa.1: | Recognize examples of the gaseous state of matter, such as steam or smoke. |

SC.8.P.8.4: Classify and compare substances on the basis of characteristic physical properties that can be demonstrated or measured; for example, density, thermal or electrical conductivity, solubility, magnetic properties, melting and boiling points, and know that these properties are independent of the amount of the sample.

**Related Access Points**

| Name | Description |
|---|---|
| SC.8.P.8.In.4: | Observe and compare substances based on their physical properties, such as thermal and electrical conductivity, solubility, or magnetic properties. |
| SC.8.P.8.Su.4: | Observe and compare substances by physical properties, such as weight, size, boiling and melting points, and magnetic properties. |
| SC.8.P.8.Pa.3: | Recognize substances by physical properties, such as weight (heavy and light), size (big and small), and temperature (hot and cold). |

SC.8.P.8.5: Recognize that there are a finite number of elements and that their atoms combine in a multitude of ways to produce compounds that make up all of the living and nonliving things that we encounter.

**Related Access Points**

| Name | Description |
|---|---|
| SC.8.P.8.In.5: | Recognize that common elements combine in different ways to make up all living and nonliving things. |
| SC.8.P.8.Su.5: | Recognize that parts of matter can be separated in tiny particles. |
| SC.8.P.8.Pa.5: | Separate a mixture into its parts. |

SC.8.P.8.6: Recognize that elements are grouped in the periodic table according to similarities of their properties.

**Related Access Points**

| Name | Description |
|---|---|
| SC.8.P.8.In.6: | Identify common elements, such as oxygen, iron, and carbon. |
| SC.8.P.8.Su.6: | Recognize examples of common elements, such as carbon or iron. |
| SC.8.P.8.Pa.5: | Separate a mixture into its parts. |

SC.8.P.8.7: Explore the scientific theory of atoms (also known as atomic theory) by recognizing that atoms are the smallest unit of an element and are composed of sub-atomic particles (electrons surrounding a nucleus containing protons and neutrons).

**Related Access Points**

| Name | Description |
|---|---|
| SC.8.P.8.In.7: | Identify that matter is made of small particles called atoms. |
| SC.8.P.8.Su.5: | Recognize that parts of matter can be separated in tiny particles. |
| SC.8.P.8.Pa.5: | Separate a mixture into its parts. |

SC.8.P.8.8: Identify basic examples of and compare and classify the properties of compounds, including acids, bases, and salts.

**Related Access Points**

| Name | Description |
|---|---|
| SC.8.P.8.In.8: | Identify common acids, such as lemon juice and vinegar, and bases, such as baking soda and ammonia, and their hazardous properties. |
| SC.8.P.8.Su.7: | Recognize common acids, such as vinegar, and bases, such as ammonia, and their hazardous properties. |
| SC.8.P.8.Pa.4: | Recognize common acids as safe or harmful. |

SC.8.P.8.9: Distinguish among mixtures (including solutions) and pure substances.

**Related Access Points**

| Name | Description |
|---|---|
| SC.8.P.8.In.2: | Recognize that the weight of an object is related to the pull of gravity. |
| SC.8.P.8.Su.8: | Recognize examples of pure substances and mixtures. |
| SC.8.P.8.Pa.5: | Separate a mixture into its parts. |

SC.8.P.9.1: Explore the Law of Conservation of Mass by demonstrating and concluding that mass is conserved when substances undergo physical and chemical changes.

**Related Access Points**

| Name | Description |
|---|---|

| | |
|---|---|
| SC.8.P.9.In.1: | Observe and classify changes in matter as physical (reversible) or chemical (irreversible). |
| SC.8.P.9.Su.1: | Observe and recognize physical changes in matter as able to change back (reversible), such as water to ice, and chemical changes of matter as unable to change back (irreversible), such as cake to cake batter. |
| SC.8.P.9.Pa.1: | Recognize an example of a physical change, such as ice changing to water. |
| SC.8.P.9.Pa.2: | Recognize that heat influences changes (chemical) in matter, such as cooking. |

SC.8.P.9.2: Differentiate between physical changes and chemical changes.

**Related Access Points**

| Name | Description |
|---|---|
| SC.8.P.9.In.1: | Observe and classify changes in matter as physical (reversible) or chemical (irreversible). |
| SC.8.P.9.Su.1: | Observe and recognize physical changes in matter as able to change back (reversible), such as water to ice, and chemical changes of matter as unable to change back (irreversible), such as cake to cake batter. |
| SC.8.P.9.Pa.1: | Recognize an example of a physical change, such as ice changing to water. |
| SC.8.P.9.Pa.2: | Recognize that heat influences changes (chemical) in matter, such as cooking. |

SC.8.P.9.3: Investigate and describe how temperature influences chemical changes.

**Related Access Points**

| Name | Description |
|---|---|
| SC.8.P.9.In.2: | Observe and identify how temperature influences chemical changes. |
| SC.8.P.9.Su.2: | Observe and recognize changes caused by heat on substances. |
| SC.8.P.9.Pa.2: | Recognize that heat influences changes (chemical) in matter, such as cooking. |

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.

**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:

| | |
|---|---|
| MA.K12.MTR.4.1: | • Communicate mathematical ideas, vocabulary and methods effectively.<br>• Analyze the mathematical thinking of others.<br>• Compare the efficiency of a method to those expressed by others.<br>• Recognize errors and suggest how to correctly solve the task.<br>• Justify results by explaining methods and processes.<br>• Construct possible arguments based on evidence.<br>**Clarifications:**<br>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:<br>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.<br>• Create opportunities for students to discuss their thinking with peers.<br>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.<br>• 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.**<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>• Focus on relevant details within a problem.<br>• Create plans and procedures to logically order events, steps or ideas to solve problems.<br>• Decompose a complex problem into manageable parts.<br>• Relate previously learned concepts to new concepts.<br>• Look for similarities among problems.<br>• Connect solutions of problems to more complicated large-scale situations.<br>**Clarifications:**<br>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:<br>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.<br>• Support students to develop generalizations based on the similarities found among problems.<br>• Provide opportunities for students to create plans and procedures to solve problems.<br>• 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.**<br>Mathematicians who assess the reasonableness of solutions:<br>• Estimate to discover possible solutions.<br>• Use benchmark quantities to determine if a solution makes sense.<br>• Check calculations when solving problems.<br>• Verify possible solutions by explaining the methods used.<br>• Evaluate results based on the given context.<br>**Clarifications:**<br>Teachers who encourage students to assess the reasonableness of solutions:<br>• Have students estimate or predict solutions prior to solving.<br>• Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>• Reinforce that students check their work as they progress within and after a task.<br>• Strengthen students' ability to verify solutions through justifications. |
| MA.K12.MTR.7.1: | **Apply mathematics to real-world contexts.**<br>Mathematicians who apply mathematics to real-world contexts:<br>• Connect mathematical concepts to everyday experiences.<br>• Use models and methods to understand, represent and solve problems.<br>• Perform investigations to gather data or determine if a method is appropriate.<br>• Redesign models and methods to improve accuracy or efficiency.<br>**Clarifications:**<br>Teachers who encourage students to apply mathematics to real-world contexts:<br>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.<br>• Challenge students to question the accuracy of their models and methods.<br>• Support students as they validate conclusions by comparing them to the given situation.<br>• Indicate how various concepts can be applied to other disciplines. |
| ELA.K12.EE.1.1: | Cite evidence to explain and justify reasoning.<br>**Clarifications:**<br>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.<br>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.<br>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.<br>6-8 Students continue with previous skills and use a style guide to create a proper citation.<br>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.<br>**Clarifications:**<br>See Text Complexity for grade-level complexity bands and a text complexity rubric. |

| | |
|---|---|
| ELA.K12.EE.3.1: | Make inferences to support comprehension.<br>**Clarifications:**<br>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.<br>**Clarifications:**<br>In kindergarten, students learn to listen to one another respectfully.<br>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.<br>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.<br>**Clarifications:**<br>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.<br>**Clarifications:**<br>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. |

# General Course Information and Notes

## 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.

**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:** 7820017

**Course Path: Section:** Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Academics - Subject Areas >
**Abbreviated Title:** ACCESS M/J COMPSCI 3
**Course Length:** Year (Y)
**Course Attributes:**
- Class Size Core Required

**Course Status:** Draft - Course Pending Approval
**Grade Level(s):** 6,7,8

## 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 (Elementary Grades 1-6) |
| 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 (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 (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) |
| 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 (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) |
| 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 (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) |
| Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Middle Grades Integrated Curriculum (Middle Grades 5-9) |
| Emotionally 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) |
| Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Middle Grades Integrated Curriculum (Middle Grades 5-9) |
| Middle Grades Integrated Curriculum (Middle Grades 5-9) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12) |

# M/J Access Health: 6-8 (#7820020) 2023 - And Beyond (current)

## Course Standards

| Name | Description |
|---|---|
| HE.6.B.3.1 **(Archived Standard):** | Examine the validity of health information, and determine the cost of health products, and services. |

**Related Access Points**

| Name | Description |
|---|---|
| HE.6.B.3.In.a: | Identify the validity of selected health information for a product and a service, such as an advertisement, Internet, infomercial, article, and flyer. |
| HE.6.B.3.Su.a: | Recognize the validity of selected health information for a product or service, such as an advertisement, Internet, infomercial, article, or flyer. |
| HE.6.B.3.Pa.a: | Recognize a health-related product or service. |

| | |
|---|---|
| HE.6.B.3.3 **(Archived Standard):** | Investigate a variety of technologies to gather health information. |

**Related Access Points**

| Name | Description |
|---|---|
| HE.6.B.3.In.c: | Use technology to gather health information, such as a computer, thermometer, phone, television, or audio book. |
| HE.6.B.3.Su.c: | Use selected technology to identify health information, such as a computer, thermometer, phone, television, or audio book. |
| HE.6.B.3.Pa.c: | Use technology to recognize selected health information, such as a computer, television, or audio book. |

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|---|---|
| HE.6.B.3.4 **(Archived Standard):** | Describe situations when professional health services may be required. |

**Related Access Points**

| Name | Description |
|---|---|
| HE.6.B.3.In.d: | Identify selected situations when professional health services may be required, such as for injuries, influenza, depression, substance use and abuse, child abuse, and domestic violence. |
| HE.6.B.3.Su.d: | Recognize selected situations when professional health services may be required, such as for injuries, influenza, depression, substance use and abuse, child abuse, and domestic violence. |
| HE.6.B.3.Pa.d: | Associate a situation with the need for a professional health service, such as for injury or illness. |

| | |
|---|---|
| HE.6.B.4.1 **(Archived Standard):** | Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health. |

**Related Access Points**

| Name | Description |
|---|---|
| HE.6.B.4.In.a: | Determine a strategy to improve effective verbal- and nonverbal-communication skills to enhance health, such as role-playing or open-ended scenarios. |
| HE.6.B.4.Su.a: | Use a strategy to improve effective verbal- and nonverbal-communication skills to enhance health, such as role-playing or open-ended scenarios. |
| HE.6.B.4.Pa.a: | Use a communication strategy to express wants, needs, or requests to enhance health. |

| | |
|---|---|
| HE.6.B.4.2 **(Archived Standard):** | Practice refusal skills and negotiation skills to reduce health risks. |

**Related Access Points**

| Name | Description |
|---|---|
| HE.6.B.4.In.b: | Apply selected refusal and negotiation skills to reduce personal health risks, such as being assertive, compromising, and using "I" messages. |
| HE.6.B.4.Su.b: | Demonstrate a refusal or negotiation skill to reduce personal health risks, such as being assertive, compromising, or using "I" messages. |
| HE.6.B.4.Pa.b: | Use a refusal skill to reduce personal health risks at school, such as being assertive or using "I" messages. |

| | |
|---|---|
| HE.6.B.4.3 **(Archived Standard):** | Demonstrate effective conflict-management and/or resolution strategies. |

**Related Access Points**

| Name | Description |
|---|---|
| HE.6.B.4.In.c: | Use selected conflict- management or resolution strategies, such as talking to an adult, managing anger effectively, and using conflict mediators. |
| HE.6.B.4.Su.c: | Model a nonviolent way to resolve a conflict, such as talking to an adult, managing anger effectively, or using conflict mediators. |

| | |
|---|---|
| HE.6.B.4.Pa.c: | Recognize a nonviolent way to resolve a conflict in the classroom, such as getting help from an adult. |

HE.6.B.4.4 **(Archived Standard):** Compile ways to ask for assistance to enhance the health of self and others.

**Related Access Points**

| Name | Description |
|---|---|
| HE.6.B.4.In.d: | Identify ways to ask for assistance to enhance the health of self and others, such as verbal or written requests for assistance, and asking others for help. |
| HE.6.B.4.Su.d: | Recognize ways to ask for assistance to enhance the health of self and others, such as verbal or written requests for assistance, and asking others for help. |
| HE.6.B.4.Pa.d: | Use a communication strategy to express wants, needs, or requests to enhance health. |

HE.6.B.5.1 **(Archived Standard):** Investigate health-related situations that require the application of a thoughtful decision-making process.

**Related Access Points**

| Name | Description |
|---|---|
| HE.6.B.5.In.0: | Identify a health-related situation that requires the application of a thoughtful decision-making process, such as peer pressure, exposure to an unsupervised firearm, or tobacco use. |
| HE.6.B.5.Su.0: | Recognize a health-related situation that requires the application of a thoughtful decision-making process, such as peer pressure, exposure to an unsupervised firearm, or tobacco use. |
| HE.6.B.5.Pa.0: | Recognize a health-related situation in which a decision is required, such as peer pressure, exposure to an unsupervised firearm, or tobacco use. |

HE.6.B.5.2 **(Archived Standard):** Choose healthy alternatives over unhealthy alternatives when making a decision.

**Related Access Points**

| Name | Description |
|---|---|
| HE.6.B.5.In.1: | Determine a healthy alternative over an unhealthy alternative when making a decision, such as not smoking, limiting sedentary activity, and practicing good character. |
| HE.6.B.5.Su.1: | Recognize a healthy alternative over an unhealthy alternative when making a decision, such as not smoking, limiting sedentary activity, and practicing good character. |
| HE.6.B.5.Pa.1: | Recognize a healthy alternative when making a decision, such as not smoking, limiting sedentary activity, or practicing good character. |

HE.6.B.5.3 **(Archived Standard):** Specify the potential outcomes of each option when making a health-related decision.

**Related Access Points**

| Name | Description |
|---|---|
| HE.6.B.5.In.2: | Recognize the potential outcomes of each option when making a health-related decision, such as physical, social, emotional, financial, and legal consequences. |
| HE.6.B.5.Su.2: | Recognize a potential outcome of each option when making a health-related decision, such as physical, social, emotional, financial, or legal consequences. |
| HE.6.B.5.Pa.2: | Recognize a potential outcome of a selected option when making a health-related decision, such as physical, social, emotional, financial, or legal consequences. |

HE.6.B.5.4 **(Archived Standard):** Distinguish between the need for individual or collaborative decision-making.

**Related Access Points**

| Name | Description |
|---|---|
| HE.6.B.5.In.3: | Recognize the need for individual or collaborative decision making, such as peer pressure to smoke, considering the severity of the situation, and assessing personal skills and abilities. |
| HE.6.B.5.Su.3: | Recognize the need for individual or collaborative decision making in selected situations, such as peer pressure to smoke, considering the severity of the situation, and assessing personal skills and abilities. |
| HE.6.B.5.Pa.3: | Recognize the need for individual or collaborative decision making in a selected situation, such as peer pressure to smoke, considering the severity of the situation, and personal skills and abilities. |

HE.6.B.5.5 **(Archived Standard):** Predict the potential outcomes of a health-related decision.

**Related Access Points**

| Name | Description |
|---|---|
| HE.6.B.5.In.4: | Identify circumstances that can help or hinder healthy decision making, such as peer pressure, refusal skills, knowledge/information, healthcare access, and family eating habits. |
| HE.6.B.5.Su.4: | Identify a circumstance that can help or hinder healthy decision making, such as peer pressure, refusal skills, knowledge/information, healthcare access, and family eating habits. |
| HE.6.B.5.Pa.4: | Recognize selected circumstances that can help or hinder healthy decision making, such as peer pressure, refusal skills, knowledge/information, healthcare access, and family eating habits. |

HE.6.B.6.1 **(Archived Standard):** Use various methods to measure personal health status.

**Related Access Points**

| Name | Description |
|---|---|
| HE.6.B.6.In.0: | Use selected methods to measure personal health status, such as BMI, surveys, a heart-rate monitor, and a pedometer. |
| HE.6.B.6.Su.0: | Use a selected method to measure personal health status, such as BMI, surveys, a heart-rate monitor, or a pedometer. |
| HE.6.B.6.Pa.0: | Use a guided method to identify personal health status, such as BMI, surveys, a heart-rate monitor, or a pedometer. |

HE.6.B.6.2 **(Archived Standard):** Develop an individual goal to adopt, maintain, or improve a personal health practice.

**Related Access Points**

| Name | Description |
|---|---|
| HE.6.B.6.In.1: | Follow specified steps to develop an individual goal to adopt, maintain, or improve a personal health practice, such as physical activity, eating habits, safety habits, computer use and safety, bullying-prevention skills, or personal hygiene. |
| HE.6.B.6.Su.1: | Identify an individual goal to adopt, maintain, or improve personal health practice, such as physical activity, eating habits, safety habits, computer use and safety, bullying-prevention skills, or personal hygiene. |
| HE.6.B.6.Pa.1: | Recognize an individual goal to adopt, maintain, or improve a personal health practice, such as participating in physical activity, having good safety and eating habits, or maintaining good hygiene. |

HE.6.B.6.3 **(Archived Standard):** Determine strategies and skills needed to attain a personal health goal.

**Related Access Points**

| Name | Description |
|---|---|
| HE.6.B.6.In.2: | Identify strategies and skills needed to attain a personal health goal, such as journaling, using daily checklists, counting calories, using pedometers, participating in support groups, and using injury-prevention measures. |
| HE.6.B.6.Su.2: | Recognize strategies and skills needed to attain a personal health goal, such as journaling, using daily checklists, counting calories, using pedometers, participating in support groups, and using injury-prevention measures. |
| HE.6.B.6.Pa.2: | Recognize a skill needed to attain a personal health goal, such as tracking activity through journaling and using daily checklists. |

HE.6.B.6.4 **(Archived Standard):** Monitor progress toward attaining a personal health goal.

**Related Access Points**

| Name | Description |
|---|---|
| HE.6.B.6.In.3: | Identify progress toward attaining a personal health goal, such as a using a checklist, diary, log, computer software, and websites. |
| HE.6.B.6.Su.3: | Track progress toward attaining a personal health goal, such as a checklist, diary, log, computer software, or websites. |
| HE.6.B.6.Pa.3: | Check progress toward a personal health goal, such as following a picture sequence or using a chart. |

HE.6.C.1.2 **(Archived Standard):** Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated.

**Related Access Points**

| Name | Description |
|---|---|
| HE.6.C.1.In.b: | Identify how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated, such as eating well helps one stay alert in class, getting along with others helps decrease stress, and getting enough sleep helps one have more energy. |
| HE.6.C.1.Su.b: | Recognize that the dimensions of health are interrelated, such as that physical health impacts emotional health. |
| HE.6.C.1.Pa.b: | Recognize physical and emotional aspects of health, such as eating habits and expressing feelings. |

HE.6.C.1.3 **(Archived Standard):** Identify environmental factors that affect personal health.

**Related Access Points**

| Name | Description |
|---|---|
| HE.6.C.1.In.c: | Recognize environmental factors that affect personal health, such as air quality, availability of sidewalks, or spoiled food. |
| HE.6.C.1.Su.c: | Recognize an environmental factor that affects personal health, such as air quality, availability of sidewalks, or spoiled food. |
| HE.6.C.1.Pa.c: | Recognize a factor in the school environment that promotes personal health, such as having adequate lighting or a clean environment. |

HE.6.C.1.4 **(Archived Standard):** Identify health problems and concerns common to adolescents including reproductive development.

**Related Access Points**

| Name | Description |
|---|---|
| HE.6.C.1.In.d: | Recognize health problems and concerns common to adolescents, including reproductive development, acne, eating disorders, suicide/depression, and changes related to puberty. |
| HE.6.C.1.Su.d: | Recognize a health problem and concern that is common to adolescents, including reproductive development, acne, eating disorders, suicide/depression, or changes related to puberty. |

| | |
|---|---|
| HE.6.C.1.Pa.d: | Associate a common personal-health problem or issue with adolescents, such as acne or changes related to puberty. |

HE.6.C.1.5 **(Archived Standard):** Explain how body systems are impacted by hereditary factors and infectious agents.

**Related Access Points**

| Name | Description |
|---|---|
| HE.6.C.1.In.e: | Identify likely injuries or illnesses resulting from engaging in unhealthy/risky behaviors, such as obesity related to poor nutrition and inactivity, cancer and chronic lung disease related to tobacco use, injuries caused from failure to use seat restraint, and sexually transmitted diseases. |
| HE.6.C.1.Su.e: | Recognize likely injuries or illnesses resulting from engaging in an unhealthy behavior, such as obesity related to poor nutrition and inactivity, cancer and chronic lung disease related to tobacco use, injuries caused from failure to use seat restraint, and sexually transmitted diseases. |
| HE.6.C.1.Pa.e: | Recognize a likely injury or illness from engaging in an unhealthy behavior, such as obesity related to poor nutrition and inactivity or injuries caused from failure to use seat restraint. |

HE.6.C.1.6 **(Archived Standard):** Examine how appropriate health care can promote personal health.

**Related Access Points**

| Name | Description |
|---|---|
| HE.6.C.1.In.f: | Recognize that some health conditions are caused by infection, such as strep throat and influenza. |
| HE.6.C.1.Su.f: | Recognize a health condition that is caused by infection, such as strep throat or influenza. |
| HE.6.C.1.Pa.f: | Associate a health condition with infection, such as strep throat or influenza. |

HE.6.C.1.7 **(Archived Standard):** Recognize how heredity can affect personal health.

**Related Access Points**

| Name | Description |
|---|---|
| HE.6.C.1.In.g: | Identify how regular health care can promote personal health, such as going to the dentist or orthodontist, having medical checkups and screenings, and seeing a counselor. |
| HE.6.C.1.Su.g: | Recognize how regular health care can promote personal health, such as going to the dentist or orthodontist, having medical checkups and screenings, and seeing a counselor. |
| HE.6.C.1.Pa.g: | Associate regular health care with personal health, such as going to the dentist or orthodontist, having medical checkups and screenings, and seeing a counselor. |

HE.6.C.1.8 **(Archived Standard):** Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors.

**Related Access Points**

| Name | Description |
|---|---|
| HE.6.C.1.In.h: | Recognize that certain characteristics are passed from parents to children (heredity), such as physical appearance, gender, and race. |
| HE.6.C.1.Su.h: | Recognize a characteristic that is passed from parents to children (heredity), such as physical appearance, gender, or race. |
| HE.6.C.1.Pa.h: | Associate a physical characteristic passed from parents to children, such as hair or eye color. |

HE.6.C.2.1 **(Archived Standard):** Examine how family influences the health of adolescents.

**Related Access Points**

| Name | Description |
|---|---|
| HE.6.C.2.In.a: | Identify how family influences the health of adolescents, such as the family controlling media viewing, having consistent family rules, and how the family settles disagreements. |
| HE.6.C.2.Su.a: | Recognize ways that family influences the health of adolescents, such as the family controlling media viewing, having consistent family rules, and how the family settles disagreements. |
| HE.6.C.2.Pa.a: | Recognize a way that family influences the health of adolescents, such as the family controlling media viewing, having consistent family rules, and how the family settles disagreements. |

HE.6.C.2.2 **(Archived Standard):** Examine how peers influence the health of adolescents.

**Related Access Points**

| Name | Description |
|---|---|
| HE.6.C.2.In.b: | Identify ways peers may influence the health of adolescents, such as using conflict resolution and negotiation skills, providing incorrect reproductive-health information, and spreading rumors. |
| HE.6.C.2.Su.b: | Recognize ways peers may influence the health of adolescents, such as using conflict resolution and negotiation skills, providing incorrect reproductive-health information, and spreading rumors. |
| HE.6.C.2.Pa.b: | Recognize a way peers may influence the health of adolescents, such as using conflict resolution and negotiation skills, providing incorrect reproductive-health information, or spreading rumors. |

HE.6.C.2.3 **(Archived Standard):** Identify the impact of health information conveyed to students by the school and community.

**Related Access Points**

| Name | Description |
|---|---|
| HE.6.C.2.In.c: | Recognize health information conveyed to students by the school and community, such as first-aid education programs, refusal-skills practice, and healthy body composition and body mass index (BMI). |
| HE.6.C.2.Su.c: | Recognize selected health information conveyed to students by the school and community, such as first-aid education programs, refusal-skills practice, and healthy body composition and body mass index (BMI). |
| HE.6.C.2.Pa.c: | Recognize one type of health information conveyed to students by the school, such as first-aid education programs, refusal-skills practice, and healthy body composition, and body mass index (BMI). |

HE.6.C.2.4 **(Archived Standard):** Investigate school and public health policies that influence health promotion and disease prevention.

**Related Access Points**

| Name | Description |
|---|---|
| HE.6.C.2.In.d: | Recognize school and public health policies that influence health promotion and disease prevention, such as fitness reports for students, school-zone speeding laws, and school-district wellness policies. |
| HE.6.C.2.Su.d: | Recognize a school or public health policy that influences health promotion and disease prevention, such as fitness reports for students, school-zone speeding laws, or school-district wellness policies. |
| HE.6.C.2.Pa.d: | Recognize a school policy that influences health promotion and disease prevention, such as fitness reports of students, school-zone speeding laws, or school-district wellness policies. |

HE.6.C.2.5 **(Archived Standard):** Examine how media influences peer and community health behaviors.

**Related Access Points**

| Name | Description |
|---|---|
| HE.6.C.2.In.e: | Identify how the media influences peer and community health behaviors, such as by airing derogatory music lyrics, anti-drug public-service announcements, and sports beverage commercials. |
| HE.6.C.2.Su.e: | Recognize how the media influences peer and community health behaviors, such as by airing derogatory music lyrics, anti-drug public-service announcements, and sports beverage commercials. |
| HE.6.C.2.Pa.e: | Recognize a way the media can influence peer or community health behaviors, such as by airing derogatory music lyrics, anti-drug public-service announcements, or sports beverage commercials. |

HE.6.C.2.6 **(Archived Standard):** Propose ways that technology can influence peer and community health behaviors.

**Related Access Points**

| Name | Description |
|---|---|
| HE.6.C.2.In.f: | Identify ways technology can influence peer and community health behaviors, such as the use of Internet social-networking sites, heart-rate monitors, and crosswalk signals. |
| HE.6.C.2.Su.f: | Identify a way technology can influence peer or community health behaviors, such as Internet social-networking sites, heart-rate monitors, or crosswalk signals. |
| HE.6.C.2.Pa.f: | Recognize a way that technology can influence peer or community health behaviors, such as Internet social-networking sites, heart-rate monitors, or crosswalk signals. |

HE.6.C.2.7 **(Archived Standard):** Investigate cultural changes related to health beliefs and behaviors.

**Related Access Points**

| Name | Description |
|---|---|
| HE.6.C.2.In.g: | Recognize cultural changes related to health beliefs and behaviors, such as the availability of school breakfast programs, fast-food menus, and fitness programs. |
| HE.6.C.2.Su.g: | Recognize a cultural change related to health beliefs and behaviors, such as the availability of school-breakfast programs, fast-food menus, and fitness programs. |
| HE.6.C.2.Pa.g: | Recognize a way the behavior of others may relate to personal health behavior, such as using inhalants, using seat belts, or walking or biking instead of riding in a vehicle to a close location. |

HE.6.C.2.8 **(Archived Standard):** Determine how social norms may impact healthy and unhealthy behavior.

**Related Access Points**

| Name | Description |
|---|---|
| HE.6.C.2.In.h: | Recognize how social norms may impact healthy and unhealthy behaviors, such as using inhalants, wearing seat belts, and walking or biking instead of riding in a vehicle to a close location. |
| HE.6.C.2.Su.h: | Recognize a way social norms may impact healthy and unhealthy behaviors, such as using inhalants, using seat belts, or walking or biking instead of riding in a vehicle to a close location. |
| HE.6.C.2.Pa.h: | Recognize a way a behavior of others may relate to personal health behavior, such as using inhalants, using seat belts, or walking or biking instead of riding in a vehicle to a close location. |

HE.6.C.2.9 **(Archived Standard):** Identify the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.

**Related Access Points**

| Name | Description |
|---|---|
| HE.6.C.2.In.i: | Identify the influence of personal values and beliefs on individual health practices and behaviors, such as participating in sports, using over-the-counter drugs, and wearing seat belts. |
| HE.6.C.2.Su.i: | Recognize an influence of personal values and beliefs on individual health practices and behaviors, such as participating in sports, using over-the-counter drugs, and wearing seat belts. |
| HE.6.C.2.Pa.i: | Associate a personal belief with an individual health practice, such as participating in sports, using over-the-counter drugs, or wearing seat belts. |

HE.6.P.7.1 **(Archived Standard):** Explain the importance of assuming responsibility for personal-health behaviors.

**Related Access Points**

| Name | Description |
|---|---|
| HE.6.P.7.In.0: | Identify the importance of assuming responsibility for personal- health behaviors, such as having medical and dental checkups, resisting peer pressure, and having healthy relationships. |
| HE.6.P.7.Su.0: | Recognize the importance of assuming responsibility for personal-health behaviors, such as having medical and dental checkups, resisting peer pressure, and having healthy relationships. |
| HE.6.P.7.Pa.0: | Recognize important personal-health behaviors. |

HE.6.P.7.2 **(Archived Standard):** Write about healthy practices and behaviors that will maintain or improve personal health and reduce health risks.

**Related Access Points**

| Name | Description |
|---|---|
| HE.6.P.7.In.1: | Describe selected healthy practices and behaviors that will maintain or improve personal health, and reduce health risks such as having good hygiene, having healthy relationships with peers, getting adequate sleep, staying fit, refusing inhalants, and using the internet safely. |
| HE.6.P.7.Su.1: | Identify a healthy practice and behavior that will maintain or improve personal health and reduce health risks, such as getting adequate sleep, having good hygiene, having healthy peer relationships, staying fit, refusing inhalants, or using the internet safely. |
| HE.6.P.7.Pa.1: | Recognize a healthy practice or behavior that will maintain or improve personal health, such as good hygiene, healthy peer relationships, or adequate sleep. |

HE.6.P.8.1 **(Archived Standard):** Practice how to influence and support others when making positive health choices.

**Related Access Points**

| Name | Description |
|---|---|
| HE.6.P.8.In.0: | Practice selected ways to influence and support others when making positive health choices, such as encouraging others to read food labels, promoting physical activity, and encouraging the practice of universal precautions. |
| HE.6.P.8.Su.0: | Practice a way to influence and support others when making positive health choices, such as encouraging others to read food labels, promoting physical activity, and encouraging the practice of universal precautions. |
| HE.6.P.8.Pa.0: | Reinforce a positive health choice of others, such as encouraging others to eat healthy food, participating in physical activity, and practicing universal precautions. |

HE.6.P.8.2 **(Archived Standard):** State a health-enhancing position on a topic and support it with accurate information.

**Related Access Points**

| Name | Description |
|---|---|
| HE.6.P.8.In.1: | Identify reasons why a selected health-enhancing position is desirable, such as tobacco laws, zero- tolerance laws, or drinking laws. |
| HE.6.P.8.Su.1: | Recognize reasons why a selected health-enhancing position is desirable, such as tobacco laws, zero- tolerance laws, or drinking laws. |
| HE.6.P.8.Pa.1: | Recognize a selected health-enhancing position, such as tobacco laws, zero-tolerance laws, or drinking laws. |

HE.6.P.8.3 **(Archived Standard):** Work cooperatively to advocate for healthy individuals, families, and schools.

**Related Access Points**

| Name | Description |
|---|---|
| HE.6.P.8.In.2: | Work with others to advocate for healthy individuals and schools, such as media campaigns, posters, and skits. |
| HE.6.P.8.Su.2: | Work with others to promote selected healthy practices for individuals and schools, such as media campaigns, posters, and skits. |
| HE.6.P.8.Pa.2: | Work with others to promote a healthy practice for individuals and schools, such as media campaigns, posters, and skits. |

HE.6.P.8.4 **(Archived Standard):** Identify ways health messages and communication techniques can be targeted for different audiences.

**Related Access Points**

| Name | Description |
|---|---|
| HE.6.P.8.In.3: | Identify a way a health message or communication technique is altered for different audiences, such as in surveys, advertisements, music, and clothing. |
| HE.6.P.8.Su.3: | Recognize a way a health message is altered for a selected audience, such as in surveys, advertisements, music, and clothing. |
| HE.6.P.8.Pa.3: | Recognize a health message for a selected target audience, such as drinking milk for children. |

HE.7.B.3.1 **(Archived Standard):** Analyze the validity of health information, products, and services.

**Related Access Points**

| Name | Description |
|---|---|
| HE.7.B.3.In.a: | Identify the validity of health information, products, and services, such as advertisements, health-claim articles, personal-care product claims, and tobacco-use information. |
| HE.7.B.3.Su.a: | Recognize the validity of selected health information, product, and service, such as advertisements, health-claim articles, personal-care product claims, or tobacco-use information. |
| HE.7.B.3.Pa.a: | Distinguish between a product or service that promotes health and one that does not, such as toothpaste and cigarettes. |

HE.7.B.3.3 **(Archived Standard):** Compare a variety of technologies to gather health information.

**Related Access Points**

| Name | Description |
|---|---|
| HE.7.B.3.In.c: | Identify two different forms of technology that can be used to gather health information such as home blood pressure/thermometer vs. physician's office equipment. |
| HE.7.B.3.Su.c: | Recognize two different forms of technology that can be used to gather health information such as home blood pressure/thermometer vs. physician's office equipment. |
| HE.7.B.3.Pa.c: | Recognize that there are a variety of technologies that can be used to gather health information such as WebMD and Wikipedia. |

HE.7.B.3.4 **(Archived Standard):** Differentiate among professional health services that may be required.

**Related Access Points**

| Name | Description |
|---|---|
| HE.7.B.3.In.d: | Identify professional health services that may be required for common health needs, such as dental cleanings, orthodontics, family-physician services, and counseling services. |
| HE.7.B.3.Su.d: | Recognize professional health services that may be required for common health needs, such as dental cleanings, orthodontics, family-physician services, and counseling services. |
| HE.7.B.3.Pa.d: | Recognize a professional health service that may be required for a common health need, such as dental cleanings or family-physician services. |

HE.7.B.4.1 **(Archived Standard):** Apply effective communication skills when interacting with others to enhance health.

**Related Access Points**

| Name | Description |
|---|---|
| HE.7.B.4.In.a: | Use selected skills for communicating effectively with family, peers, and others to enhance health, such as using clear and concise words, nonverbal language, discussion, and "I" messages. |
| HE.7.B.4.Su.a: | Use selected skills for communicating effectively with family and peers to enhance health, such as using clear and concise words, nonverbal language, or "I" messages. |
| HE.7.B.4.Pa.a: | Use more than one way to communicate personal wants and needs to others to enhance health, such as verbalizing and choosing from options. |

HE.7.B.4.2 **(Archived Standard):** Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks.

**Related Access Points**

| Name | Description |
|---|---|
| HE.7.B.4.In.b: | Use selected refusal, negotiation, and collaboration skills that enhance health and avoid or reduce health risks, such as using direct statements, working together, and compromising. |
| HE.7.B.4.Su.b: | Identify selected refusal, negotiation, and collaboration skills that enhance health and avoid or reduce health risks, such as using direct statements, working together, and compromising. |
| HE.7.B.4.Pa.b: | Recognize a refusal, a negotiation, and a collaboration skill that enhances health or reduces health risk in the classroom, such as using direct statements, working together, or compromising. |

HE.7.B.4.3 **(Archived Standard):** Articulate the possible causes of conflict among youth in schools and communities.

**Related Access Points**

| Name | Description |
|---|---|
| HE.7.B.4.In.c: | Identify possible causes of conflict among youth in schools and communities, such as ethnic prejudice and diversity, substance use, and group dynamics. |

| | |
|---|---|
| HE.7.B.4.Su.c: | Recognize possible causes of conflict among youth in schools and communities, such as ethnic prejudice and diversity, substance use, and group dynamics. |
| HE.7.B.4.Pa.c: | Recognize a possible cause of conflict among youth in schools, such as ethnic prejudice, and diversity or substance use. |

HE.7.B.4.4 **(Archived Standard):** Demonstrate how to ask for assistance to enhance the health of self and others.

**Related Access Points**

| Name | Description |
|---|---|
| HE.7.B.4.In.d: | Model common ways to ask for assistance to enhance personal health of self and others, such as using "I" messages, asking on behalf of a friend, and making a written request. |
| HE.7.B.4.Su.d: | Model a positive way to ask for assistance to enhance personal health of self and others, such as using "I" messages, asking on behalf of a friend, or making a written request. |
| HE.7.B.4.Pa.d: | Recognize a positive way to ask for assistance to enhance health of self and others, such as using "I" messages, or asking on behalf of a friend. |

HE.7.B.5.1 **(Archived Standard):** Predict when health-related situations require the application of a thoughtful decision-making process.

**Related Access Points**

| Name | Description |
|---|---|
| HE.7.B.5.In.0: | Identify health-related situations that require the application of a thoughtful decision-making process, such as prescription-drug use and abuse, riding in a vehicle with an underage driver, selecting nutritious foods, and dealing with mental-health issues. |
| HE.7.B.5.Su.0: | Recognize health-related situations that require the application of a thoughtful decision-making process, such as prescription-drug use and abuse, riding in a vehicle with an underage driver, selecting nutritious foods, and dealing with mental-health issues. |
| HE.7.B.5.Pa.0: | Recognize selected health-related situations in which a decision is required, such as prescription-drug use and abuse, riding in a vehicle with an underage driver, selecting nutritious foods, and dealing with mental-health issues. |

HE.7.B.5.2 **(Archived Standard):** Select healthy alternatives over unhealthy alternatives when making a decision.

**Related Access Points**

| Name | Description |
|---|---|
| HE.7.B.5.In.1: | Choose a healthy alternative over an unhealthy alternative when making a decision, such as prescription-drug use and abuse, using safety equipment, and being safe on the computer and Internet. |
| HE.7.B.5.Su.1: | Determine a healthy alternative over an unhealthy alternative when making a decision, such as prescription-drug use and abuse, using safety equipment, and being safe on the computer, and Internet. |
| HE.7.B.5.Pa.1: | Recognize healthy alternatives when making a decision, such as prescription-drug use and abuse, using safety equipment, and being safe on the computer and Internet. |

HE.7.B.5.4 **(Archived Standard):** Determine when individual or collaborative decision-making is appropriate.

**Related Access Points**

| Name | Description |
|---|---|
| HE.7.B.5.In.d: | Identify when individual or collaborative decision-making is appropriate, such as over-the-counter drug use, harassment, and gang involvement. |
| HE.7.B.5.Su.d: | Identify when individual or collaborative decision-making is required in selected health-related situations, such as over-the-counter drug use, harassment, and gang involvement. |
| HE.7.B.5.Pa.d: | Recognize the need for individual or collaborative decision making in selected situations, such as over-the-counter drug use, harassment, and gang involvement. |

HE.7.B.5.5 **(Archived Standard):** Predict the short and long-term consequences of engaging in health-risk behaviors.

**Related Access Points**

| Name | Description |
|---|---|
| HE.7.B.5.In.e: | Identify similarities in circumstances that can help or hinder healthy decision making, such as knowledge of prescription-drug use and abuse, home and community environment, access to information, and knowledge, and misinformation. |
| HE.7.B.5.Su.e: | Identify selected circumstances that can help or hinder healthy decision making, such as knowledge of prescription-drug use and abuse, home and community environment, access to information, and knowledge, and misinformation. |
| HE.7.B.5.Pa.e: | Recognize circumstances that can help or hinder healthy decision making, such as knowledge of prescription-drug use and abuse, home and community environment, access to information, and knowledge, and misinformation. |

HE.7.B.6.1 **(Archived Standard):** Analyze personal beliefs as they relate to health practices.

**Related Access Points**

| Name | Description |
|---|---|
| HE.7.B.6.In.0: | Identify personal beliefs as they relate to health practices, such as weight management through physical activity, disease prevention through hand washing, sharing personal information, and website security. |

| | |
|---|---|
| HE.7.B.6.Su.0: | Recognize personal beliefs as they relate to health practices, such as weight management through physical activity, disease prevention through hand washing, sharing personal information, and website security. |
| HE.7.B.6.Pa.0: | Recognize a personal belief as it relates to a health practice, such as weight management through physical activity, disease prevention through hand washing, and possible avoidance of physical activities resulting from fear of participation. |

HE.7.B.6.2 **(Archived Standard):** Devise an individual goal (short or long term) to adopt, maintain, or improve a personal health practice.

**Related Access Points**

| Name | Description |
|---|---|
| HE.7.B.6.In.1: | Use selected procedures to develop an individual goal to adopt, maintain, or improve a personal health practice, such as participation in organized activities or sports, eating breakfast, safety habits, computer use and safety, and conflict resolution. |
| HE.7.B.6.Su.1: | Follow specified steps to develop an individual goal to adopt, maintain, or improve a personal health practice, such as participation in organized activities or sports, eating breakfast, safety habits, computer use and safety, and conflict resolution. |
| HE.7.B.6.Pa.1: | Identify an individual goal to adopt, maintain, or improve a personal health practice, such as participation in organized activities or sports, eating breakfast, safety habits, computer use and safety, and conflict resolution. |

HE.7.B.6.3 **(Archived Standard):** Explain strategies and skills needed to assess progress and maintenance of a personal health goal.

**Related Access Points**

| Name | Description |
|---|---|
| HE.7.B.6.In.2: | Describe selected strategies and skills needed to attain/maintain a personal health goal, such as journaling; using daily checklists, calorie counters, or pedometers; and participating in support groups. |
| HE.7.B.6.Su.2: | Identify a strategy or skill to attain/maintain a personal health goal, such as journaling; using daily checklists, calorie counters, or pedometers; or participating in support groups. |
| HE.7.B.6.Pa.2: | Recognize a strategy needed to attain/maintain a personal health goal, such as using calorie counters or pedometers, and participating in support groups. |

HE.7.C.1.1 **(Archived Standard):** Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health.

**Related Access Points**

| Name | Description |
|---|---|
| HE.7.C.1.In.a: | Identify the effects of healthy and unhealthy behaviors on personal health—including reproductive health—such as knowing the consequences of teen pregnancy, managing time effectively to reduce stress, eating junk foods and gaining weight, or not resolving conflicts and emotional health. |
| HE.7.C.1.Su.a: | Recognize the effects of healthy and unhealthy behaviors on personal health—including reproductive health—such as knowing the consequences of teen pregnancy, managing time effectively to reduce stress, eating junk foods and gaining weight, or not resolving conflicts and emotional health. |
| HE.7.C.1.Pa.a: | Recognize an effect of a healthy or unhealthy behavior on personal health—including reproductive health—such as choosing healthy foods or fast foods, getting along with others or having conflicts, and appropriate physical contact. |

HE.7.C.1.2 **(Archived Standard):** Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated.

**Related Access Points**

| Name | Description |
|---|---|
| HE.7.C.1.In.b: | Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated, such as managing time effectively (intellectual dimension) to reduce stress (mental/emotional dimension), and choosing healthy foods (intellectual dimension) to maintain a healthy weight (physical dimension). |
| HE.7.C.1.Su.b: | Identify how one dimension of health relates to another dimension of health, such as managing time effectively (intellectual dimension) to reduce stress (mental/emotional dimension), and choosing healthy foods (intellectual dimension) to maintain a healthy weight (physical dimension). |
| HE.7.C.1.Pa.b: | Recognize the effect of emotional health on physical health, such as emotional stress causing physical illness. |

HE.7.C.1.3 **(Archived Standard):** Analyze how environmental factors affect personal health.

**Related Access Points**

| Name | Description |
|---|---|
| HE.7.C.1.In.c: | Identify ways environmental factors affect personal health, such as food refrigeration, appropriate home heating and cooling, water quality, and trash- collection services. |
| HE.7.C.1.Su.c: | Recognize ways selected environmental factors can affect personal health, such as food refrigeration, appropriate home heating and cooling, water quality, and trash-collection services. |
| HE.7.C.1.Pa.c: | Recognize an environmental factor that affects personal health, such as having appropriate heating and cooling at school or home. |

HE.7.C.1.4 **(Archived Standard):** Describe ways to reduce or prevent injuries and adolescent health problems.

**Related Access Points**

| Name | Description |
|---|---|
| HE.7.C.1.In.d: | Identify ways to reduce or prevent injuries and other adolescent-health problems, such as wearing a helmet when biking or skateboarding, wearing a seat belt, following pedestrian-safety laws, and avoiding handling of firearms. |
| HE.7.C.1.Su.d: | Recognize ways to reduce or prevent injuries and other adolescent-health problems, such as wearing a helmet and a seat belt, following pedestrian safety laws, and avoiding handling firearms. |
| HE.7.C.1.Pa.d: | Recognize a way to prevent injuries and adolescent-health problems, such as wearing a helmet or a seat belt, following pedestrian safety rules, or avoiding handling firearms. |

HE.7.C.1.5 **(Archived Standard):** Classify infectious agents and their modes of transmission to the human body.

**Related Access Points**

| Name | Description |
|---|---|
| HE.7.C.1.In.e: | Describe likely injuries or illnesses resulting from engaging in unhealthy behaviors, such as illness or death from abusing over-the-counter medications, contracting sexually transmitted diseases or infections (STD/STI) from sexual relationships, and injury or death from unsupervised handling of firearms. |
| HE.7.C.1.Su.e: | Identify a likely injury or illness resulting from engaging in common, unhealthy behaviors, such as illness or death from abusing over-the-counter medications, contracting sexually transmitted diseases or infections (STD/STI) from sexual relationships, or injury or death from unsupervised handling of firearms. |
| HE.7.C.1.Pa.e: | Recognize a likely injury or illness resulting from engaging in common unhealthy behaviors, such as illness or death from abusing over-the-counter medications, contracting sexually transmitted diseases or infections (STD/STI) from sexual relationships, or injury or death from unsupervised handling of firearms. |

HE.7.C.1.6 **(Archived Standard):** Explain how appropriate health care can promote personal health.

**Related Access Points**

| Name | Description |
|---|---|
| HE.7.C.1.In.f: | Identify that bacteria and viruses can be transmitted from one person to another and cause illness, such as the human immunodeficiency virus and staphylococcus infection. |
| HE.7.C.1.Su.f: | Recognize infectious diseases that can be spread from one person to another, such as the human immunodeficiency virus or staphylococcus infection. |
| HE.7.C.1.Pa.f: | Recognize infectious diseases that can be spread from one person to another, such as the human immunodeficiency virus or staphylococcus infection. |

HE.7.C.1.7 **(Archived Standard):** Describe how heredity can affect personal health.

**Related Access Points**

| Name | Description |
|---|---|
| HE.7.C.1.In.g: | Identify how appropriate healthcare services can promote personal health, such as receiving immunizations prior to entering seventh grade and developing an action plan for asthma. |
| HE.7.C.1.Su.g: | Recognize how appropriate healthcare services can promote personal health, such as receiving immunizations prior to entering seventh grade and using an action plan for asthma. |
| HE.7.C.1.Pa.g: | Recognize a common healthcare service, such as receiving immunizations prior to entering seventh grade or using an action plan for asthma. |

HE.7.C.1.8 **(Archived Standard):** Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors.

**Related Access Points**

| Name | Description |
|---|---|
| HE.7.C.1.In.h: | Identify health conditions that are passed from parent to child (inherited), such as sickle-cell anemia, diabetes, heart disease, and acne. |
| HE.7.C.1.Su.h: | Recognize common health problems that are passed from parent to child (inherited), such as sickle-cell anemia, diabetes, and acne. |
| HE.7.C.1.Pa.h: | Recognize a common health problem that is passed from parent to child (inherited), such as sickle-cell anemia, diabetes, or acne. |

HE.7.C.2.1 **(Archived Standard):** Examine how family health behaviors influence health of adolescents.

**Related Access Points**

| Name | Description |
|---|---|
| HE.7.C.2.In.a: | Identify how family health behaviors influence the health of adolescents, such as eating family meals together, smoking in the home, and consuming alcohol. |
| HE.7.C.2.Su.a: | Recognize how family health behaviors influence the health of adolescents, such as eating family meals together, smoking in the home, and consuming alcohol. |
| HE.7.C.2.Pa.a: | Recognize a way that a family health behavior influences the health of adolescents, such as eating family meals together, smoking in the home, and consuming alcohol. |

HE.7.C.2.2 **(Archived Standard):** Examine how peers may influence the health behaviors of adolescents.

**Related Access Points**

| Name | Description |
|---|---|
| HE.7.C.2.In.b: | Describe ways peers may influence the health behaviors of adolescents, such as modeling self-confidence, trying new foods, and having prejudices. |
| HE.7.C.2.Su.b: | Identify ways peers may influence the health behaviors of adolescents, such as modeling self-confidence, trying new foods, and having prejudices. |
| HE.7.C.2.Pa.b: | Recognize selected ways peers may influence the health behaviors of adolescents, such as modeling self-confidence, trying new foods, and having prejudices. |

HE.7.C.2.3 **(Archived Standard):**

Examine how the school and community may influence the health behaviors of adolescents.

**Related Access Points**

| Name | Description |
|---|---|
| HE.7.C.2.In.c: | Identify ways the school and community may influence the health behaviors of adolescents, such as promoting gun locks, having fire and tornado drills, and providing healthy foods in vending machines. |
| HE.7.C.2.Su.c: | Recognize selected ways the school and community may influence the health behaviors of adolescents, such as promoting gun locks, having fire and tornado drills, and providing healthy foods in vending machines. |
| HE.7.C.2.Pa.c: | Recognize a way the school or community may influence the health behaviors of adolescents, such as having fire and tornado drills or providing healthy foods in vending machines. |

HE.7.C.2.5 **(Archived Standard):**

Analyze how messages from media influence health behaviors.

**Related Access Points**

| Name | Description |
|---|---|
| HE.7.C.2.In.e: | Identify how messages from media influence health behaviors, such as using sports figures to promote fast food, using provocative images in film and print advertisements, and portraying smoking as appealing. |
| HE.7.C.2.Su.e: | Identify ways messages from media influence health behaviors, such as using sports figures to promote fast food, using provocative images in film and print advertisements, and portraying smoking as appealing. |
| HE.7.C.2.Pa.e: | Recognize a way a selected media message may influence health behavior, such as using sports figures to promote fast food, using provocative images in film and print advertisements, or portraying smoking as appealing. |

HE.7.C.2.6 **(Archived Standard):**

Evaluate the influence of technology in locating valid health information.

**Related Access Points**

| Name | Description |
|---|---|
| HE.7.C.2.In.f: | Identify the influence of technology in locating valid health information, such as information from specific health websites—Centers for Disease Control and Prevention (CDC), National Institute of Health (NIH), and MyPyramid.gov. |
| HE.7.C.2.Su.f: | Recognize the influence of technology in locating valid health information, such as information from specific health websites—Centers for Disease Control and Prevention (CDC), National Institute of Health (NIH), and MyPyramid.gov. |
| HE.7.C.2.Pa.f: | Recognize that technology can provide accurate health information for people, such as information from specific health websites—Centers for Disease Control and Prevention (CDC), National Institute of Health (NIH), and MyPyramid.gov. |

HE.7.C.2.7 **(Archived Standard):**

Determine how cultural changes related to health beliefs and behaviors impact personal health.

**Related Access Points**

| Name | Description |
|---|---|
| HE.7.C.2.In.g: | Identify ways cultural changes related to health beliefs and behaviors impact personal health, such as the availability of American fast foods across the world, infant- feeding practices, prevalence of diabetes, cell-phone use, and the timeliness of emergency response. |
| HE.7.C.2.Su.g: | Recognize ways cultural changes related to health beliefs and behaviors impact personal health, such as the availability of American fast foods across the world, infant-feeding practices, prevalence of diabetes, cell- phone use, and the timeliness of emergency response. |
| HE.7.C.2.Pa.g: | Recognize ways the beliefs or behaviors of others may relate to personal health behaviors, such as secondhand smoke, menu items at restaurants, and anti-bullying behavior. |

HE.7.C.2.8 **(Archived Standard):**

Evaluate how changes in social norms impact healthy and unhealthy behavior.

**Related Access Points**

| Name | Description |
|---|---|
| HE.7.C.2.In.h: | Identify how changes in social norms impact healthy and unhealthy behavior, such as secondhand smoke, menu items at restaurants, and anti-bullying behavior. |
| HE.7.C.2.Su.h: | Recognize ways that changes in social norms impact healthy and unhealthy behavior, such as secondhand smoke, menu items at restaurants, and anti-bullying behavior. |
| HE.7.C.2.Pa.h: | Recognize ways the beliefs or behaviors of others may relate to personal health behaviors, such as secondhand smoke, menu items at restaurants, and anti-bullying behavior. |

HE.7.C.2.9 **(Archived Standard):** Explain the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.

**Related Access Points**

| Name | Description |
|---|---|
| HE.7.C.2.In.i: | Recognize how personal values, attitudes, and beliefs influence individual health practices and behaviors. |
| HE.7.C.2.Su.i: | Recognize how a personal value, attitudes, or belief influences an individual health practice or behavior. |
| HE.7.C.2.Pa.i: | Recognize how likes and dislikes influence choice-making. |

HE.7.P.7.1 **(Archived Standard):** Examine the importance of assuming responsibility for personal-health behaviors.

**Related Access Points**

| Name | Description |
|---|---|
| HE.7.P.7.In.0: | Describe the importance of assuming responsibility for personal-health behaviors, such as participating in physical activity, having good eating habits, and managing stress effectively. |
| HE.7.P.7.Su.0: | Identify the importance of assuming personal responsibility for personal-health behaviors, such as participating in physical activity, having good eating habits, and managing stress effectively. |
| HE.7.P.7.Pa.0: | Recognize that it is important to have good personal-health habits. |

HE.7.P.7.2 **(Archived Standard):** Experiment with behaviors that will maintain or improve personal health and reduce health risks.

**Related Access Points**

| Name | Description |
|---|---|
| HE.7.P.7.In.1: | Demonstrate healthy practices and behaviors that will maintain or improve personal health of self, and reduce health risks, such as healthy relationship skills, peer- pressure refusal skills, problem-solving skills, being safe on the Internet, refusing alcohol, and practicing sexual abstinence. |
| HE.7.P.7.Su.1: | Demonstrate a healthy practice and behavior that will maintain or improve personal health of self and reduce health risks, such as healthy relationship skills, peer- pressure refusal skills, problem-solving skills, being safe on the Internet, refusing alcohol, or practicing sexual abstinence. |
| HE.7.P.7.Pa.1: | Perform a healthy practice or behavior that will maintain or improve health of self, such as healthy relationship skills, peer- pressure refusal skills, or problem-solving skills. |

HE.7.P.8.1 **(Archived Standard):** Utilize the influence of others to promote positive health choices.

**Related Access Points**

| Name | Description |
|---|---|
| HE.7.P.8.In.0: | Solicit suggestions and support from others to promote positive health choices in selected situations, such as seeking help from school support staff, practicing conflict resolution, and making wise consumer purchases. |
| HE.7.P.8.Su.0: | Follow positive suggestions and accept support from others to promote positive health choices in selected situations, such as seeking help from school support staff, practicing conflict resolution, and making wise, consumer purchases. |
| HE.7.P.8.Pa.0: | Follow directions and accept support from others to promote a positive health choice in a selected situation, such as seeking help from school support staff, practicing conflict resolution, and making wise consumer purchases. |

HE.7.P.8.2 **(Archived Standard):** Articulate a position on a health-related issue and support it with accurate health information.

**Related Access Points**

| Name | Description |
|---|---|
| HE.7.P.8.In.1: | Describe a health-enhancing position on a topic using accurate information from selected resources to support it, such as bullying prevention, using the Internet, or choosing nutritious foods. |
| HE.7.P.8.Su.1: | Identify reasons why a selected health-enhancing position is desirable, such as bullying prevention, using the Internet safely, or choosing nutritious foods. |
| HE.7.P.8.Pa.1: | Recognize a reason why a selected health-enhancing position is desirable, such as bullying prevention, using the Internet safely, or choosing nutritious foods. |

HE.7.P.8.3 **(Archived Standard):** Work cooperatively to advocate for healthy individuals, peers, and families.

**Related Access Points**

| Name | Description |
|---|---|
| HE.7.P.8.In.2: | Work with others to advocate for healthy individuals and peers, such as assisting with needs assessments, writing advocacy letters, and volunteering at information kiosks |
| HE.7.P.8.Su.2: | Work with others to advocate for healthy individuals and peers in selected situations, such as assisting with needs assessments, writing advocacy letters, or volunteering at information kiosks. |
| HE.7.P.8.Pa.2: | Work with others to promote a selected healthy practice for individuals or peers, such as assisting with needs assessments, writing advocacy letters, and volunteering at information kiosks. |

HE.7.P.8.4 **(Archived Standard):** Analyze ways health messages can target different audiences.

**Related Access Points**

| Name | Description |
|---|---|
| HE.7.P.8.In.3: | Identify ways health messages or communication techniques are targeted for a particular audience, such as the messages in print media, broadcast media, or on billboards. |
| HE.7.P.8.Su.3: | Recognize ways a health message or communication technique is targeted for a particular audience, such as the messages in print media, broadcast media, or on billboards. |
| HE.7.P.8.Pa.3: | Recognize a communication technique for a selected audience, such as popular music in a message in broadcast media for teenagers. |

HE.8.B.3.1 **(Archived Standard):** Analyze valid and reliable health services and the cost of products.

**Related Access Points**

| Name | Description |
|---|---|
| HE.8.B.3.In.a: | Identify the validity and reliability of health services and determine differences in the cost of similar health services to assess value, such as current research and news/standard practice, prescriptions – generic vs. store brand/name brand. |
| HE.8.B.3.Su.a: | Recognize the validity and reliability of a selected health service and compare cost of selected similar health services to assess value, such as current research and news/standard practice, and prescriptions, generic vs. store brand/name brand. |
| HE.8.B.3.Pa.a: | Recognize selected factors regarding health services such as eligibility for services or purchase, parental authorization, and affordability. |

HE.8.B.3.2 **(Archived Standard):** Analyze the accessibility, validity, and reliability of products and services that enhance home, school, and community health.

**Related Access Points**

| Name | Description |
|---|---|
| HE.8.B.3.In.b: | Examine the accessibility of products and services that enhance health, such as the health department, community agencies, and availability of prescribed and over-the-counter medications. |
| HE.8.B.3.Su.b: | Identify valid health information from home, school, and community, such as information from media sources, local organizations, and school news. |
| HE.8.B.3.Pa.b: | Recognize information, products, and services that promote health, such as advertisements, articles, infomercials, and web-based messages. |

HE.8.B.3.3 **(Archived Standard):** Recommend a variety of technologies to gather health information.

**Related Access Points**

| Name | Description |
|---|---|
| HE.8.B.3.In.c: | Identify selected technologies that provide accurate health information, such as a glucose monitor, MRI, EKG, and CAT-scan. |
| HE.8.B.3.Su.c: | Recognize selected technologies that provide accurate health information, such as a glucose monitor, MRI, EKG, and CAT-scan. |
| HE.8.B.3.Pa.c: | Recognize a selected technology resource that provides accurate information, such as a glucose monitor. |

HE.8.B.3.4 **(Archived Standard):** Determine situations when specific professional health services or providers may be required.

**Related Access Points**

| Name | Description |
|---|---|
| HE.8.B.3.In.d: | Describe situations when specific professional health services or providers may be required, such as head injuries, infections, and depression. |
| HE.8.B.3.Su.d: | Identify situations when specific professional health services or providers may be required, such as head injuries, infections, and depression. |
| HE.8.B.3.Pa.d: | Recognize selected health situations when specific professional health services may be required, such as illness, toothache, or depression. |

HE.8.B.4.1 **(Archived Standard):** Illustrate skills necessary for effective communication with family, peers, and others to enhance health.

**Related Access Points**

| Name | Description |
|---|---|
| HE.8.B.4.In.a: | Identify strategies for effective verbal and nonverbal communication with family, peers, and others to enhance health, such as refusal skills, nonverbal communication, and asking questions. |
| HE.8.B.4.Su.a: | Identify selected strategies for effective verbal and nonverbal communication with family, peers, and others to enhance health, such as refusal skills, nonverbal communication, and asking questions. |
| HE.8.B.4.Pa.a: | Use a selected strategy to use effective verbal and nonverbal communication to enhance health, such as using refusal skills or nonverbal communication, or asking questions. |

HE.8.B.4.3 **(Archived Standard):** Examine the possible causes of conflict among youth in schools and communities.

**Related Access Points**

| Name | Description |
|---|---|
| HE.8.B.4.In.c: | Describe possible causes of conflict among youth in schools and communities, such as relationships, territory, and jealousy. |
| HE.8.B.4.Su.c: | Identify a possible cause of conflict among youth in schools and communities, such as relationships, territory, or jealousy. |
| HE.8.B.4.Pa.c: | Recognize a possible cause of conflict among youth in schools or communities, such as relationships, territory, or jealousy. |

HE.8.B.4.4 **(Archived Standard):** Compare and contrast ways to ask for and offer assistance to enhance the health of self and others.

**Related Access Points**

| Name | Description |
|---|---|
| HE.8.B.4.In.d: | Describe ways to ask for and offer assistance to enhance the health of self and others, such as asking for help, getting help for others, and listening actively. |
| HE.8.B.4.Su.d: | Choose an effective way to ask for and offer assistance to enhance the health of self and others, such as asking for help, getting help for others, or listening actively. |
| HE.8.B.4.Pa.d: | Recognize positive ways to ask for and offer assistance to enhance the health of self and others, such as asking for help, getting help for others, or listening actively. |

HE.8.B.5.1 **(Archived Standard):** Determine when health-related situations require the application of a thoughtful prepared plan of action.

**Related Access Points**

| Name | Description |
|---|---|
| HE.8.B.5.In.0: | Describe health-related situations that require the application of a thoughtful, prepared plan of action, such as pressure to consume alcohol, sexual situations, and use of marijuana. |
| HE.8.B.5.Su.0: | Identify health-related situations that require the application of a thoughtful, prepared plan of action, such as pressure to consume alcohol, sexual situations, and use of marijuana. |
| HE.8.B.5.Pa.0: | Recognize a health-related situation that requires a prepared plan of action, such as pressure to consume alcohol, sexual situations, and use of marijuana. |

HE.8.B.5.2 **(Archived Standard):** Categorize healthy and unhealthy alternatives to health-related issues or problems.

**Related Access Points**

| Name | Description |
|---|---|
| HE.8.B.5.In.1: | Describe differences between healthy and unhealthy alternatives to health-related issues or problems, such as alcohol consumption, sleep requirements, and physical activity. |
| HE.8.B.5.Su.1: | Identify healthy and unhealthy alternatives to health-related issues or problems, such as alcohol consumption, sleep requirements, and physical activity. |
| HE.8.B.5.Pa.1: | Recognize a healthy and an unhealthy alternative for selected health-related issues or problems, such as alcohol consumption, sleep requirements, and physical activity. |

HE.8.B.5.3 **(Archived Standard):** Compile the potential outcomes of each option when making a health-related decision.

**Related Access Points**

| Name | Description |
|---|---|
| HE.8.B.5.In.2: | Describe potential outcomes of each option when making a health-related decision, such as injury, addiction, and legal, social, sexual, and financial consequences. |
| HE.8.B.5.Su.2: | Identify the potential outcomes of each option when making a health-related decision, such as injury, addiction, and legal, social, sexual, and financial consequences. |
| HE.8.B.5.Pa.2: | Recognize a potential outcome of each option when making a health-related decision, such as injury, addiction, and legal, social, sexual, or financial consequences. |

HE.8.B.5.4 **(Archived Standard):** Distinguish when individual or collaborative decision-making is appropriate.

**Related Access Points**

| Name | Description |
|---|---|
| HE.8.B.5.In.3: | Discriminate between the need for individual or collaborative decision making, such as pressure to consume alcohol, self injury, weight management, sexual activity, and mental-health issues. |
| HE.8.B.5.Su.3: | Discriminate between the need for individual or collaborative decision making in selected situations, such as pressure to consume alcohol, self injury, weight management, sexual activity, and mental-health issues. |
| HE.8.B.5.Pa.3: | Identify the need for individual or collaborative decision making in a selected situation, such as pressure to consume alcohol, self injury, weight management, sexual activity, and mental-health issues. |

HE.8.B.5.5 **(Archived Standard):** Evaluate the outcomes of a health-related decision.

**Related Access Points**

| Name | Description |
|---|---|
| HE.8.B.5.In.4: | Describe circumstances that can help or hinder healthy decision making, such as alcohol consumption; influences of media, peers, family, or community; access to health care; and mental-health condition. |
| HE.8.B.5.Su.4: | Identify circumstances that can help or hinder healthy decision making, such as alcohol consumption; influences of media, peers, family, or community; access to health care; and mental-health condition. |
| HE.8.B.5.Pa.4: | Identify a selected circumstance that can help or hinder healthy decision making, such as alcohol consumption; influences of media, peers, family, or community; access to health care; and mental- health condition. |

HE.8.B.6.1 **(Archived Standard):** Assess personal health practices.

**Related Access Points**

| Name | Description |
|---|---|
| HE.8.B.6.In.0: | Examine personal health practices, such as physical activity, sleep habits, interpersonal skills, risky behaviors, and injury prevention. |
| HE.8.B.6.Su.0: | Determine if personal health practices are helpful or harmful to health, such as physical activity, sleep habits, interpersonal skills, risky behaviors, and injury prevention. |
| HE.8.B.6.Pa.0: | Recognize if a personal health practice is helpful or harmful, such as physical activity, sleep habits, interpersonal skills, risky behaviors, and injury prevention. |

HE.8.B.6.2 **(Archived Standard):** Design an individual goal to adopt, maintain, or improve a personal health practice.

**Related Access Points**

| Name | Description |
|---|---|
| HE.8.B.6.In.1: | Use selected strategies to develop an individual health goal to adopt, maintain, or improve a personal health practice, such as physical activity, eating habits, cyber-bullying, social relationships, or sleep habits. |
| HE.8.B.6.Su.1: | Follow a selected procedure to develop an individual goal to adopt, maintain, or improve a personal health practice, such as physical activity, eating habits, cyber-bullying, social relationships, or sleep habits. |
| HE.8.B.6.Pa.1: | Select an individual goal to adopt, maintain, or improve a personal health practice, such as physical activity, eating habits, cyber-bullying, social relationships, or sleep habits. |

HE.8.B.6.3 **(Archived Standard):** Apply strategies and skills needed to attain a personal health goal.

**Related Access Points**

| Name | Description |
|---|---|
| HE.8.B.6.In.2: | Use selected strategies and skills needed to attain a personal health goal, such as increased physical activity, nutrition modification, and anger management. |
| HE.8.B.6.Su.2: | Use a strategy and a skill needed to attain a personal health goal, such as increased physical activity, nutrition modification, and anger management. |
| HE.8.B.6.Pa.2: | Use a selected strategy or skill for attaining a personal health goal, such as increased physical activity, nutrition modification, and anger management. |

HE.8.B.6.4 **(Archived Standard):** Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

**Related Access Points**

| Name | Description |
|---|---|
| HE.8.B.6.In.3: | Identify ways personal health goals can vary with changing abilities and needs, such as weight reduction, the cost of healthier food, availability of exercise equipment, and the general health of the individual. |
| HE.8.B.6.Su.3: | Recognize ways personal health goals can vary with changing abilities and needs, such as weight reduction, the cost of healthier food, availability of exercise equipment, and the general health of the individual. |
| HE.8.B.6.Pa.3: | Recognize a way that personal health goals can vary based on a personal need, such as weight reduction, availability of exercise equipment, and the general health of the individual. |

HE.8.C.1.2 **(Archived Standard):** Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual.

**Related Access Points**

| Name | Description |
|---|---|
| HE.8.C.1.In.b: | Describe the interrelationship between healthy behaviors and the dimensions of health (physical, mental/emotional, social, and intellectual), such as physical and social dimensions—hygiene and social relationships; intellectual, social, and physical dimensions—sexual abstinence and avoidance of disease and pregnancy; and intellectual and social dimensions—peer refusals in risky situations and social relationships. |
| HE.8.C.1.Su.b: | Identify that healthy behaviors can impact multiple dimensions of health (physical, emotional, and social), such as physical and social dimensions—hygiene and social relationships; emotional and social dimensions—peer pressure in risky situations and social relationships. |
| HE.8.C.1.Pa.b: | Recognize that healthy behaviors can affect physical, mental/emotional, or social aspects of health, such as hygiene/social relationships, peer refusals in risky situations/social relationships, or sexual abstinence/avoidance of disease and pregnancy. |

HE.8.C.1.3 **(Archived Standard):** Predict how environmental factors affect personal health.

**Related Access Points**

| Name | Description |
|---|---|
| HE.8.C.1.In.c: | Describe how environmental factors can affect personal health, such as the heat index, air quality, street lights and signs, gangs, and weapons in the community. |
| HE.8.C.1.Su.c: | Describe a way an environmental factor can affect personal health, such as the heat index, air quality, street lights and signs, gangs, and weapons in the community. |
| HE.8.C.1.Pa.c: | Recognize environmental factors that affect personal health, such as the heat index and air quality. |

HE.8.C.1.4 **(Archived Standard):** Investigate strategies to reduce or prevent injuries and other adolescent health problems.

**Related Access Points**

| Name | Description |
|---|---|
| HE.8.C.1.In.d: | Identify strategies to reduce or prevent injuries and other adolescent-health problems, such as recognizing symptoms of depression and telling an adult about them, practicing abstinence to reduce sexually transmitted diseases, sexually transmitted infections, and avoiding unsafe places. |
| HE.8.C.1.Su.d: | Recognize strategies to reduce or prevent injuries and other adolescent health problems, such as recognizing symptoms of depression and telling an adult about them, practicing abstinence to reduce STDs/STIs, and avoiding unsafe places. |
| HE.8.C.1.Pa.d: | Recognize a strategy to prevent injuries and other adolescent- health problems, such as avoiding unsafe places to avoid injury. |

HE.8.C.1.5 **(Archived Standard):** Identify major chronic diseases that impact human body systems.

**Related Access Points**

| Name | Description |
|---|---|
| HE.8.C.1.In.e: | Explain the likelihood of injury or illness if engaging in unhealthy or risky behaviors, such as death or injury from drinking and driving, injuries resulting from fighting and bullying, and infections resulting from poor hygiene. |
| HE.8.C.1.Su.e: | Identify likely injuries or illnesses resulting from engaging in unhealthy or risky behaviors, such as death or injury from drinking and driving, injuries resulting from fighting and bullying, and infections from poor hygiene. |
| HE.8.C.1.Pa.e: | Recognize likely injuries or illnesses resulting from engaging in selected unhealthy behaviors, such as death or injury from drinking and driving, injuries resulting from fighting and bullying, and infections from poor hygiene. |

HE.8.C.1.6 **(Archived Standard):** Analyze how appropriate health care can promote personal health.

**Related Access Points**

| Name | Description |
|---|---|
| HE.8.C.1.In.f: | Identify common chronic diseases that impact human body systems, such as cancer, heart disease, asthma, and diabetes. |
| HE.8.C.1.Su.f: | Recognize common chronic diseases that impact human body systems, such as cancer, heart disease, asthma, and diabetes. |
| HE.8.C.1.Pa.f: | Recognize a common chronic disease, such as cancer, asthma, or diabetes. |

HE.8.C.1.7 **(Archived Standard):** Explore how heredity and family history can affect personal health.

**Related Access Points**

| Name | Description |
|---|---|
| HE.8.C.1.In.g: | Describe how appropriate health care can promote personal health, such as immunizations to avoid diseases, sports physicals to reduce sports health risks, and counseling to treat depression. |
| HE.8.C.1.Su.g: | Identify how appropriate health care can promote personal health, such as immunizations to avoid diseases, sports physicals to reduce health risks, and counseling to treat depression. |
| HE.8.C.1.Pa.g: | Recognize a way appropriate health care can promote personal health, such as immunization to avoid diseases or sports physicals to reduce health risks. |

HE.8.C.1.8 **(Archived Standard):** Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behaviors.

**Related Access Points**

| Name | Description |
|---|---|
| HE.8.C.1.In.h: | Describe ways personal health can be affected by heredity and family history, such as sickle-cell anemia, heart disease, obesity, or mental health. |
| HE.8.C.1.Su.h: | Identify ways personal health can be affected by heredity and family history, such as sickle-cell anemia, heart disease, obesity, or mental health. |
| HE.8.C.1.Pa.h: | Recognize a way personal health can be affected by heredity or family history. |

HE.8.C.2.1 **(Archived Standard):** Assess the role of family health beliefs on the health of adolescents.

**Related Access Points**

| Name | Description |
|---|---|
| HE.8.C.2.In.a: | Describe the role of family health beliefs on the health of adolescents, such as beliefs about alternative-medical care, family religious beliefs, and the importance of physical activity. |
| HE.8.C.2.Su.a: | Identify the role of family health beliefs on the health of adolescents, such as beliefs about alternative-medical care, family religious beliefs, and the importance of physical activity. |
| HE.8.C.2.Pa.a: | Recognize a way family health beliefs may influence the health of adolescents, such as beliefs about alternative-medical care, family religious beliefs, or the importance of physical activity. |

HE.8.C.2.2 **(Archived Standard):** Assess how the health beliefs of peers may influence adolescent health.

**Related Access Points**

| Name | Description |
|---|---|
| HE.8.C.2.In.b: | Describe how the health beliefs of peers may influence adolescent health, such as myths about drug use, perception of healthy body composition, and fear of getting a friend in trouble or losing a friend. |
| HE.8.C.2.Su.b: | Describe how the health beliefs of peers may influence adolescent health, such as myths about drug use, perception of healthy body composition, and fear of getting a friend in trouble or losing a friend. |
| HE.8.C.2.Pa.b: | Recognize selected ways the beliefs of peers may influence the health of adolescents, such as myths about drug use, perception of healthy body composition, and fear of getting a friend in trouble or losing a friend. |

HE.8.C.2.3 **(Archived Standard):** Analyze how the school and community may influence adolescent health.

**Related Access Points**

| Name | Description |
|---|---|
| HE.8.C.2.In.c: | Describe how the school and community may influence adolescent health, such as providing drug-abuse education programs and volunteering opportunities, and the availability of recreational facilities or programs. |
| HE.8.C.2.Su.c: | Identify how the school and community may influence adolescent health, such as providing drug-abuse education programs and volunteering opportunities, and the availability of recreational facilities or programs. |
| HE.8.C.2.Pa.c: | Recognize how the school may influence the health behaviors of adolescents, such as providing drug-abuse education programs and volunteering opportunities, and the availability of recreational facilities or programs. |

HE.8.C.2.4 **(Archived Standard):** Critique school and public health policies that influence health promotion and disease prevention.

**Related Access Points**

| Name | Description |
|---|---|
| HE.8.C.2.In.d: | Describe a school or public health policy that influences health promotion and disease prevention, such as speed-limit laws, immunization requirements, or universal precautions. |
| HE.8.C.2.Su.d: | Recognize school and public-health policies that can influence health promotion and disease prevention, such as having immunization requirements and universal precautions. |
| HE.8.C.2.Pa.d: | Recognize a school and a public-health policy that influences health promotion and disease prevention, such as having immunization requirements or universal precautions. |

HE.8.C.2.5 **(Archived Standard):** Research marketing strategies behind health-related media messages.

**Related Access Points**

| Name | Description |
|---|---|
| HE.8.C.2.In.e: | Examine selected marketing strategies behind health-related media messages using selected resources, such as social acceptance of alcohol use, promotion of thinness as the best body type, and using sexual images to sell products. |
| HE.8.C.2.Su.e: | Identify a marketing strategy used in a selected media message, such as social acceptance of alcohol use, promotion of thinness as the best body type, or sexual images to sell products. |
| HE.8.C.2.Pa.e: | Recognize a marketing strategy used in a health-related media message, such as social acceptance of alcohol use, promotion of thinness as the best body type, or sexual images to sell products. |

HE.8.C.2.6 **(Archived Standard):** Analyze the influence of technology on personal and family health.

**Related Access Points**

| Name | Description |
|---|---|
| HE.8.C.2.In.f: | Describe ways technology influences personal and family health, such as the use of personal electronic devices, television, and headphones. |
| HE.8.C.2.Su.f: | Identify ways technology impacts personal and family health, such as the use of personal electronic devices, television, and headphones. |
| HE.8.C.2.Pa.f: | Recognize a way that technology impacts personal and family health, such as the use of personal electronic devices, television, and headphones. |

HE.8.C.2.7 **(Archived Standard):** Describe the influence of culture on health beliefs, practices, and behaviors.

**Related Access Points**

| Name | Description |
|---|---|
| HE.8.C.2.In.g: | Identify the influence of culture on health beliefs, practices, and behaviors, such as medical procedures, sexual abstinence, and prescription-drug use. |
| HE.8.C.2.Su.g: | Recognize an influence of culture on health beliefs, practices, and behaviors regarding matters such as medical procedures, sexual abstinence, and prescription-drug use. |
| HE.8.C.2.Pa.g: | Recognize a way the perception of a common social practice (norm) relates to healthy and unhealthy behaviors, such as sexual abstinence, prescription-drug use, or marijuana use. |

HE.8.C.2.8 **(Archived Standard):** Explain how the perceptions of norms influence healthy and unhealthy behaviors.

**Related Access Points**

| Name | Description |
|---|---|
| HE.8.C.2.In.h: | Describe how the perception of common social norms may influence healthy and unhealthy behaviors, such as sexual abstinence, prescription-drug use, and marijuana use. |
| HE.8.C.2.Su.h: | Identify how the perceptions of selected social norms may influence healthy and unhealthy behaviors, such as sexual abstinence, prescription-drug use, and marijuana use. |
| HE.8.C.2.Pa.h: | Recognize a way the perception of a common social practice (norm) relates to healthy and unhealthy behaviors, such as sexual abstinence, prescription-drug use, or marijuana use. |

HE.8.C.2.9 **(Archived Standard):** Analyze the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.

**Related Access Points**

| Name | Description |
|---|---|
| HE.8.C.2.In.i: | Identify how personal values, attitudes, and beliefs influence individual health practices and behaviors. |
| HE.8.C.2.Su.i: | Identify how a personal value, attitudes, or belief influences an individual health practice or behavior. |
| HE.8.C.2.Pa.i: | Identify how likes and dislikes influence choice-making. |

HE.8.P.7.1 **(Archived Standard):** Assess the importance of assuming responsibility for personal-health behaviors, including sexual behavior.

**Related Access Points**

| Name | Description |
|---|---|
| HE.8.P.7.In.0: | Explain the importance of assuming responsibility for personal- health behaviors—including sexual behavior—such as abstaining from sexual activity, maintaining good skin- care practices, and avoiding drug abuse. |
| HE.8.P.7.Su.0: | Describe why it is important to take responsibility for personal-health behaviors—including sexual behavior—such as abstaining from sexual activity, maintaining good skin-care practices, and avoiding drug abuse. |
| HE.8.P.7.Pa.0: | Recognize that it is important to take responsibility for personal-health behaviors—including sexual behavior—such as abstaining from sexual activity, maintaining good skin-care practices, and avoiding drug abuse. |

HE.8.P.7.2 **(Archived Standard):** Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.

**Related Access Points**

| Name | Description |
|---|---|
| HE.8.P.7.In.1: | Explain healthy practices and behaviors that will maintain or improve personal health and reduce health risks, such as assessing the influences of advertising, participating in various physical activities, fostering healthy relationships, setting healthy goals, being safe on the Internet, choosing healthy foods, resisting negative peer pressure, and getting adequate sleep . |
| HE.8.P.7.Su.1: | Describe healthy practices and behaviors that will maintain or improve personal health of self, and reduce health risks, such as assessing the influences of advertising, participating in various physical activities, fostering healthy relationships, setting healthy goals being safe on the Internet, choosing healthy foods, resisting negative peer pressure, and getting adequate sleep. |
| HE.8.P.7.Pa.1: | Identify a healthy practice and a behavior that will maintain or improve personal health of self, such as assessing the influences of advertising, participating in various physical activities, fostering healthy relationships, or setting healthy goals. |

HE.8.P.8.1 **(Archived Standard):** Promote positive health choices with the influence and support of others.

**Related Access Points**

| Name | Description |
|---|---|
| HE.8.P.8.In.0: | Promote positive health choices with the support of others, such as the promotion of oral health, sexual abstinence, and not using drugs. |
| HE.8.P.8.Su.0: | Promote selected positive health choices with the support of others, such as the promotion of oral health, sexual abstinence, and not using drugs. |
| HE.8.P.8.Pa.0: | Promote a positive health choice with the support of others, such as the promotion of oral health, sexual abstinence, and not using drugs. |

HE.8.P.8.2 **(Archived Standard):** Justify a health-enhancing position on a topic and support it with accurate information.

**Related Access Points**

| Name | Description |
|---|---|
| HE.8.P.8.In.1: | Explain the desirability of a health-enhancing position on a topic using accurate information from selected resources, such as abstinence from unhealthy behaviors, gun-safety laws, or legal-age limits. |
| HE.8.P.8.Su.1: | Support a health-enhancing position on a topic using accurate information from a selected source, such as abstinence from unhealthy behaviors, gun-safety laws, or legal-age limits. |
| HE.8.P.8.Pa.1: | Recognize accurate information related to a health-enhancing position on a topic, such as abstinence from unhealthy behaviors, gun-safety laws, or legal-age limits. |

HE.8.P.8.3 **(Archived Standard):**

Work cooperatively to advocate for healthy individuals, peers, families, and schools.

### Related Access Points

| Name | Description |
|---|---|
| HE.8.P.8.In.2: | Work with others to advocate for healthy individuals, peers, families, and schools, such as promoting community initiatives, and creating media campaigns. |
| HE.8.P.8.Su.2: | Work with others to promote healthy practices for healthy individuals, peers, families, or schools, such as promoting community initiatives, and creating media campaigns. |
| HE.8.P.8.Pa.2: | Work with others to promote selected healthy practices for individuals, peers, families, or schools, such as promoting community initiatives, and creating media campaigns. |

HE.8.P.8.4 **(Archived Standard):**

Evaluate ways health messages and communication techniques can be targeted for different audiences.

### Related Access Points

| Name | Description |
|---|---|
| HE.8.P.8.In.3: | Identify ways health messages or communication techniques can be targeted for a particular audience, such as advertisements, media campaigns, and health fairs. |
| HE.8.P.8.Su.3: | Identify a way a health message or communication technique can be targeted for a particular audience, such as in advertisements, media campaigns, and health fairs. |
| HE.8.P.8.Pa.3: | Recognize a way a health message targets a particular audience, such as in advertisements, media campaigns, and health fairs. |

**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.

MA.K12.MTR.1.1:

**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.

**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.

MA.K12.MTR.2.1:

**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.

**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.

MA.K12.MTR.3.1:

**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.<br>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.<br>**Clarifications:**<br>See Text Complexity for grade-level complexity bands and a text complexity rubric. |
| ELA.K12.EE.3.1: | Make inferences to support comprehension.<br>**Clarifications:**<br>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.<br>**Clarifications:**<br>In kindergarten, students learn to listen to one another respectfully.<br>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.<br>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.<br>**Clarifications:**<br>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.<br>**Clarifications:**<br>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. |

# General Course Information and Notes

## 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:** 7820020

**Course Path: Section:** Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Academics - Subject Areas >

**Abbreviated Title:** M/J ACC HEALTH:6-8

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

## Educator Certifications

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|---|
| Exceptional Student Education (Elementary and Secondary Grades K-12) |
| Varying Exceptionalities (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) |

## Course Standards

| Name | Description |
|---|---|
| SS.68.HE.1.1: | Examine 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.<br>**Clarifications:**<br>*Clarification 1:* Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.<br>*Clarification 2:* Students will analyze how antisemitism led to and contributed to the Holocaust.<br>*Clarification 3:* Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).<br>**Related Access Points**<br>Name: SS.68.HE.1.AP.1a: Description: Identify the Holocaust as the planned persecution and murder of European Jews by the government of Nazi Germany.<br>Name: SS.68.HE.1.AP.1b: Description: Identify examples of antisemitism and how it contributed to the Holocaust.<br>Name: SS.68.HE.1.AP.1c: Description: Identify the basic beliefs of Judaism and the history of Jews in Europe. |
| SS.7.CG.1.1: | Analyze the influences of ancient Greece, ancient Rome and the Judeo-Christian tradition on America's constitutional republic.<br>**Clarifications:**<br>*Clarification 1:* Students will explain the influence of ancient Greece on America's constitutional republic (e.g., civic participation, legislative bodies, polis, voting rights, written constitution).<br>*Clarification 2:* Students will explain the influence of ancient Rome on America's constitutional republic (e.g., civic participation, republicanism, representative government, rule of law, separation of powers).<br>*Clarification3:* Students will compare and contrast the democratic principles of ancient Greece and ancient Rome with those of the United States.<br>*Clarification 4:* Students will explain how the Judeo-Christian ethical ideas of justice, individual worth, personal responsibility and the rule of law influenced America's constitutional republic.<br>**Related Access Points**<br>Name: SS.7.CG.1.AP.1: Description: Identify the influences of ancient Greece, ancient Rome and the Judeo-Christian tradition on America's constitutional republic. |
| SS.7.CG.1.2: | Trace the principles underlying America's founding ideas on law and government.<br>**Clarifications:**<br>*Clarification 1:* Students will recognize principles contained in the founding documents (e.g., due process of law, equality of mankind, limited government, natural rights, the rule of law).<br>*Clarification 2:* Students will explain why religious liberty is a protected right.<br>**Related Access Points**<br>Name: SS.7.CG.1.AP.2: Description: Identify the principles of due process of law, equality of mankind, limited government, natural rights, and rule of law, in the founding documents. |
| SS.7.CG.1.3: | Trace the impact that the Magna Carta, Mayflower Compact, English Bill of Rights and Thomas Paine's Common Sense had on colonists' views of government.<br>**Clarifications:**<br>*Clarification 1:* Students will identify the important ideas contained in the Magna Carta (e.g., due process of law, limitation of government power, right to justice, right to fair trial), Mayflower Compact (e.g., consent of the governed, self-government), English Bill of Rights (e.g., right to life, liberty and property; no taxation without representation; right to a speedy and fair jury trial; no excessive punishments) and Common Sense (representative self-government).<br>**Related Access Points**<br>Name: SS.7.CG.1.AP.3: Description: Identify the impact that the Magna Carta, Mayflower Compact, English Bill of Rights and Thomas Paine's Common Sense had on colonists' views of the government. |
| | Analyze how Enlightenment ideas, including Montesquieu's view of separation of powers and John Locke's theories related to natural law and Locke's |

social contract, influenced the Founding.

SS.7.CG.1.4:

**Clarifications:**
*Clarification 1:* Students will identify and describe the Enlightenment ideas of separation of powers, natural law, and social contract.

*Clarification 2:* Students will examine how Enlightenment ideas influenced the Founders' beliefs about individual liberties and government.

*Clarification 3:* Students will evaluate the influence of Montesquieu's and Locke's ideas on the Founding Fathers.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.1.AP.4: | Identify how Montesquieu's view of separation of powers and John Locke's theories related to natural law and Locke's social contract, influenced the Founding Fathers. |

Describe how British policies and responses to colonial concerns led to the writing of the Declaration of Independence.

SS.7.CG.1.5:

**Clarifications:**
*Clarification 1:* Students will trace the causal relationships between British policies, British responses to colonial grievances and the writing of the Declaration of Independence (e.g., Stamp Act, Quartering Act, Declaratory Act, Townshend Acts, Tea Act, Intolerable Acts).

*Clarification 2:* Students will recognize the underlying themes of British colonial policies concerning taxation, representation and individual rights that formed the basis of the American colonists' desire for independence.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.1.AP.5: | Identify how British policies and responses to colonial concerns led to the writing of the Declaration of Independence. |

Analyze the ideas and grievances set forth in the Declaration of Independence.

SS.7.CG.1.6:

**Clarifications:**
*Clarification 1:* Students will identify the unalienable rights specifically expressed in the Preamble of the Declaration of Independence (e.g., life, liberty and the pursuit of happiness).

*Clarification 2:* Students will explain the concept of natural rights as expressed in the Declaration of Independence.

*Clarification 3:* Students will recognize natural rights, social contract, limited government and the right of resistance to tyrannical government.

*Clarification 4:* Students will analyze the relationship between natural rights and the role of government: 1. People are endowed by their Creator with certain unalienable rights; 2. Governments are instituted among men to secure these rights; 3. Governments derive their just powers from the consent of governed; and 4. Whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it and to institute new government.

*Clarification 5:* Students will recognize the connection between specific grievances in the Declaration of Independence and natural rights violations.

*Clarification 6:* Students will recognize colonial grievances identified in the Declaration of Independence (e.g., imposing taxes without the consent of the people, suspending trial by jury, limiting judicial powers, quartering soldiers and dissolving legislatures).

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.1.AP.6: | Identify the ideas and grievances set forth in the Declaration of Independence. |

Explain how the weaknesses of the Articles of Confederation led to the writing of the U.S. Constitution.

SS.7.CG.1.7:

**Clarifications:**
*Clarification 1:* Students will identify the weaknesses of the government under the Articles of Confederation (i.e., Congress had no power to tax, to regulate trade or to enforce its laws; the national government lacked a national court system [judicial branch] and central leadership [executive branch]; no national armed forces; and changes to the Articles required unanimous consent of the 13 states).

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.1.AP.7: | Identify how the weaknesses of the Articles of Confederation led to the writing of the U.S. Constitution. |

Explain the purpose of the Preamble to the U.S. Constitution.

SS.7.CG.1.8:

**Clarifications:**
*Clarification 1:* Students will explain how the Preamble serves as an introduction to the U.S. Constitution (e.g., establishes the goals and purposes of government).

*Clarification 2:* Students will identify the goals and purposes of the national government as set forth in the Preamble to the U.S. Constitution (i.e., form a more perfect union, establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity).

*Clarification 3:* Students will recognize that the intention of the phrase "We the People" means that government depends on the people for its power and exists to serve them.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.1.AP.8: | Identify the six goals and purposes highlighted in the Preamble to the U.S. Constitution. |

SS.7.CG.1.9:

Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law.

**Clarifications:**

*Clarification 1:* Students will explain the concept of limited government in the U.S. Constitution.

*Clarification 2:* Students will describe and distinguish between separation of powers and checks and balances.

*Clarification 3:* Students will analyze how government power is limited by separation of powers and/or checks and balances.

*Clarification 4:* Students will recognize examples of separation of powers and checks and balances.

*Clarification 5:* Students will recognize the influence of the U.S. Constitution on the development of other governments.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.1.AP.9: | Identify how the U.S. Constitution limits the powers of the government through separation of powers, checks and balances, individual rights, rule of law and due process of law. |

SS.7.CG.1.10:

Compare the viewpoints of the Federalists and the Anti-Federalists regarding ratification of the U.S. Constitution and including a bill of rights.

**Clarifications:**

*Clarification 1:* Students will identify the viewpoints of the Federalists and the Anti-Federalists about the ratification of the U.S. Constitution.

*Clarification 2:* Students will recognize the Anti-Federalists' reasons for the inclusion of a bill of rights in the U.S. Constitution.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.1.AP.10: | Identify the viewpoints of the Federalists and Anti-Federalists regarding the ratification of the U.S. Constitution and the Bill of Rights. |

SS.7.CG.1.11:

Define the rule of law and recognize its influence on the development of legal, political, and governmental systems in the United States.

**Clarifications:**

*Clarification 1:* Students will compare and contrast the characteristics of a society that operates under the rule of law and one that does not.

*Clarification 2:* Students will assess the importance of the rule of law in protecting citizens from arbitrary and abusive uses of government power.

*Clarification 3:* Students will analyze the meaning and importance of due process in the United States legal system.

*Clarification 4:* Students will evaluate the impact of the rule of law on governmental officials and institutions (e.g., accountability to the law, consistent application and enforcement of the law, decisions based on the law, fair procedures, transparency of institutions).

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.1.AP.11: | Identify the influence of rule of law on the development of legal, political, and governmental systems in the United States. |

SS.7.CG.2.1:

Define the term "citizen," and explain the constitutional means of becoming a U.S. citizen.

**Clarifications:**

*Clarification 1:* Students will define citizenship as stated in the 14th Amendment.

*Clarification 2:* Students will explain the process of becoming a naturalized citizen.

*Clarification 3:* Students will define permanent residency and explain its role in obtaining citizenship.

*Clarification 4:* Students will examine the impact of the naturalization process on society, government and the political process.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.2.AP.1: | Identify the qualifications for citizenship as defined by the 14th Amendment to the U.S. Constitution. |

SS.7.CG.2.2:

Differentiate between obligations and responsibilities of U.S. citizenship, and evaluate their impact on society.

**Clarifications:**

*Clarification 1:* Students will distinguish between an obligation or duty and a responsibility as it relates to citizenship. Responsibilities may include, but are not limited to, voting, attending civic meetings, petitioning government, and running for office.

*Clarification 2:* Students will recognize the concept of the common good as a reason for fulfilling the obligations and responsibilities of citizenship.

*Clarification 3:* Students will evaluate the obligations and responsibilities of citizens as they relate to active participation in society and government.

*Clarification 4:* Students will use scenarios to assess specific obligations of citizens.

*Clarification 5:* Students will identify the consequences or predict the outcome on society if citizens do not fulfill their obligations and responsibilities.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.2.AP.2: | Identify the obligations and responsibilities of U.S. citizenship, and their impact on society. |

SS.7.CG.2.3:

Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.

**Clarifications:**
*Clarification 1:* Students will recognize that the Bill of Rights comprises the first ten amendments to the U.S. Constitution.

*Clarification 2:* Students will recognize the five freedoms protected by the First Amendment.

*Clarification 3:* Students will evaluate how the Bill of Rights and other amendments (e.g., 13th, 14th, 15th, 19th, 24th, 26th) influence individual actions and social interactions.

*Clarification 4:* Students will use scenarios to identify rights protected by the Bill of Rights.

*Clarification 5:* Students will use scenarios to recognize violations of the Bill of Rights or other constitutional amendments.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.2.AP.3: | Identify the rights contained in the Bill of Rights and other amendments to the U.S. Constitution. |

SS.7.CG.2.4:

Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights.

**Clarifications:**
*Clarification 1:* Students will recognize that rights are protected but some rights are limited (e.g., property rights, civil disobedience).

*Clarification 2:* Students will examine rationales for and results of government-imposed limitations on individual rights (e.g., forced internment in wartime, limitations on speech, rationing during wartime, suspension of habeas corpus).

*Clarification 3:* Students will use scenarios to examine the impact of limiting individual rights.

*Clarification 4:* Students will examine the role of the judicial branch of government in protecting individual rights and freedoms.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.2.AP.4: | Identify how the U.S. Constitution and the Bill of Rights safeguard individual rights. |

SS.7.CG.2.5:

Describe the trial process and the role of juries in the administration of justice at the state and federal levels.

**Clarifications:**
*Clarification 1:* Students will examine the significance of juries in the American legal system.

*Clarification 2:* Students will explain types of jury trials, how juries are selected and why jury trials are important.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.2.AP.5: | Identify the steps in the trial process and role of juries in the judicial system. |

SS.7.CG.2.6:

Examine the election and voting process at the local, state, and national levels.

**Clarifications:**
*Clarification 1:* Students will explain how elections and voting impact citizens at the local, state and national levels.

*Clarification 2:* Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.

*Clarification 3:* Students will explain how free and fair elections promote trust in democratic institutions and preserve the republic.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.2.AP.6: | Identify the steps in the election and voting process at the local, state, and national levels. |

SS.7.CG.2.7:

Identify the constitutional qualifications required to hold local, state, and national office.

**Clarifications:**
*Clarification 1:*
Students will recognize the qualifications to seek election to local, state, and national political offices.

**Related Access Points**

| Name | Description |
|---|---|

| | |
|---|---|
| SS.7.CG.2.AP.7: | Recognize the constitutional qualifications required to hold local, state and national offices. |

SS.7.CG.2.8:

Examine the impact of media, individuals, and interest groups on monitoring and influencing government.

**Clarifications:**

*Clarification 1:* Students will identify methods used by the media to monitor and hold government accountable (e.g., acting as a watchdog, freedom of the press as contained in the 1st Amendment).

*Clarification 2:* Students will identify methods used by individuals to monitor, hold accountable and influence the government (e.g., attending civic meetings, peacefully protesting, petitioning government, running for office, voting).

*Clarification 3:* Students will identify methods used by interest groups to monitor and influence government.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.2.AP.8: | Identify the impact of media, individuals, and interest groups on monitoring and influencing government. |

SS.7.CG.2.9:

Analyze media and political communications and identify examples of bias, symbolism, and propaganda.

**Clarifications:**

*Clarification 1:* Students will use scenarios to identify bias, symbolism, and propaganda.

*Clarification 2:* Students will evaluate how bias, symbolism and propaganda can impact public opinion.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.2.AP.9: | Identify examples of bias, symbolism, and propaganda in media and political communications. |

SS.7.CG.2.10:

Explain the process for citizens to address a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.

**Clarifications:**

*Clarification 1:* Students will identify the appropriate level of government to resolve specific problems.

*Clarification 2:* Students will identify appropriate government agencies to address local or state problems.

*Clarification 3:* Students will analyze public policy alternatives to resolve local and state problems.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.2.AP.10: | Identify the steps a citizen would take to correct a problem at the local or state level. |

SS.7.CG.3.1:

Analyze the advantages of the United States' constitutional republic over other forms of government in safeguarding liberty, freedom, and a representative government.

**Clarifications:**

*Clarification 1:* Students will apply their understanding of various forms of government (e.g., republic, democracy, monarchy, oligarchy, theocracy, autocracy).

*Clarification 2:* Students will identify different forms of government based on their political philosophy or organizational structure.

*Clarification 3:* Students will analyze scenarios describing various forms of government.

*Clarification 4:* Students will explain how the application 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 distinguishes the United States' constitutional republic from authoritarian and totalitarian nations.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.3.AP.1: | Identify an advantage of a constitutional republic, like the United States, over other forms of government. |

SS.7.CG.3.2:

Explain the advantages of a federal system of government over other systems in balancing local sovereignty with national unity and protecting against authoritarianism.

**Clarifications:**

*Clarification 1:* Students will apply their understanding of federal, confederal, and unitary systems of government.

*Clarification 2:* Students will compare the organizational structures of systems of government.

*Clarification 3:* Students will recognize examples of these systems of government.

*Clarification 4:* Students will analyze scenarios describing various systems of government.

**Related Access Points**

| Name | Description |
|---|---|

| | |
|---|---|
| | SS.7.CG.3.AP.2: Identify an advantage of a federal system of government for balancing local, state, and national government powers. |

SS.7.CG.3.3:

Describe the structure and function of the three branches of government established in the U.S. Constitution.

**Clarifications:**
*Clarification 1:* Students will recognize the structure of the legislative, executive, and judicial branches.

*Clarification 2:* Students will compare the roles and responsibilities of the three branches of the national government.

*Clarification 3:* Students will identify the general powers described in Articles I, II and III of the U.S. Constitution.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.3.AP.3: | Identify the structure and function of the three branches of government established in the U.S. Constitution. |

SS.7.CG.3.4:

Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment.

**Clarifications:**
*Clarification 1:* Students will describe the system of federalism as established by the U.S. Constitution.

*Clarification 2:* Students will analyze how federalism limits government power.

*Clarification 3:* Students will compare concurrent powers, enumerated powers, reserved powers and delegated powers as they relate to state and national governments.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.3.AP.4: | Identify the relationship between state and national governments as established in the U.S. Constitution and the 10th Amendment. |

SS.7.CG.3.5:

Explain the amendment process outlined in Article V of the U.S. Constitution.

**Clarifications:**
*Clarification 1:* Students will recognize the methods used to propose and ratify amendments to the U.S. Constitution.

*Clarification 2:* Students will identify the correct sequence of each amendment process.

*Clarification 3:* Students will identify the importance of a formal amendment process.

*Clarification 4:* Students will recognize the significance of the difficulty of amending the U.S. Constitution.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.3.AP.5: | Identify the steps in the amendment process of the U.S. Constitution. |

SS.7.CG.3.6:

Analyze how the 13th, 14th, 15th, 19th, 24th and 26th Amendments broadened participation in the political process.

**Clarifications:**
*Clarification 1:* Students will recognize how these amendments expanded civil rights to African Americans, women, and young people.

*Clarification 2:* Students will evaluate the impact these amendments have had on American society.

*Clarification 3:* Students will examine how these amendments increased participation in the political process.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.3.AP.6: | Identify how the 13th, 14th, 15th, 19th, 24th and 26th Amendments broadened participation in the political process. |

SS.7.CG.3.7:

Explain the structure, functions, and processes of the legislative branch of government.

**Clarifications:**
*Clarification 1:* Students will examine the processes of the legislative branch (e.g., how a bill becomes a law, appointment confirmation, committee selection).

*Clarification 2:* Students will compare local, state, and national lawmakers (e.g., city/county commissioners/council members; state legislators [representatives and senators]; and U.S. Congressmen/Congresswomen [representatives and senators]).

*Clarification 3:* Students will compare and contrast the lawmaking process at the local, state, and national levels.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.3.AP.7: | Identify the structure and functions of the legislative branch of government. |

SS.7.CG.3.8:

Explain the structure, functions, and processes of the executive branch of government.

**Clarifications:**
*Clarification 1:* Students will examine the processes of the executive branch (e.g., executive order, veto, appointments).

*Clarification 2:* Students will compare and contrast executive authority at the local, state, and national levels.

*Clarification 3:* Students will explain the function of administrative agencies (e.g., advise, make regulations, enforce law and regulations).

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.3.AP.8: | Identify the structure and functions of the executive branch of government. |

SS.7.CG.3.9:

Explain the structure, functions, and processes of the judicial branch of government.

**Clarifications:**
*Clarification 1:* Students will examine the processes of the judicial branch (e.g., judicial review, court order, writ of certiorari, summary judgment).

*Clarification 2:* Students will distinguish between the structure, functions, and powers of courts at the state and federal levels.

*Clarification 3:* Students will recognize that the powers and jurisdiction of the state and federal courts are derived from their respective constitutions.

*Clarification 4:* Students will compare the trial and appellate processes.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.3.AP.9: | Identify the structure and functions of the judicial branch of government. |

SS.7.CG.3.10:

Identify sources and types of law.

**Clarifications:**
*Clarification 1:* Students will explain how historical codes of law influenced the United States.

*Clarification 2:* Students will recognize natural, constitutional, statutory, case, and common law as sources of law.

*Clarification 3:* Students will compare civil, criminal, constitutional and/or military types of law.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.3.AP.10: | Identify sources and types of law. |

SS.7.CG.3.11:

Analyze the effects of landmark Supreme Court decisions on 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; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; In re Gault; United States v. Nixon; Hazelwood v. Kuhlmeier).

*Clarification 2:* Students will use primary sources to assess the significance of each U.S. Supreme Court case.

*Clarification 3:* Students will evaluate the impact of each case on society.

*Clarification 4:* Students will recognize constitutional principles and individual rights in relevant U.S. Supreme Court decisions.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.3.AP.11: | Identify the effects of landmark Supreme Court decisions. |

SS.7.CG.3.12:

Compare the U.S. and Florida constitutions.

**Clarifications:**
*Clarification 1:* Students will identify the purposes of a constitution (e.g., provides a framework for government, limits government authority, protects individual rights of the people).

*Clarification 2:* Students will recognize the basic outline of the U.S. and Florida Constitutions (e.g., both have preambles, articles, and amendments).

*Clarification 3:* Students will compare the amendment process of the U.S. and Florida Constitutions.

*Clarification 4:* Students will recognize the U.S. Constitution as the supreme law of the land.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.3.AP.12: | Identify the framework of government in the U.S. and Florida constitutions. |

SS.7.CG.3.13:

Explain government obligations to its citizens and the services provided at the local, state, and national levels.

**Clarifications:**
*Clarification 1*: Students will describe and classify specific services provided by local, state, and national governments.
*Clarification 2*:Students will compare the powers and obligations of local, state, and national governments.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.3.AP.13: | Identify government services provided to citizens at the local, state, and national levels. |

SS.7.CG.3.14:

Explain the purpose and function of the Electoral College in electing the President of the United States.

**Clarifications:**
*Clarification 1:* Students will explain the origin of the Electoral College and the changes made to it by the 12th Amendment.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.3.AP.14: | Identify the purpose and function of the Electoral College in electing the President of the United States. |

SS.7.CG.3.15:

Analyze the advantages of capitalism and the free market in the United States over government-controlled economic systems (e.g., socialism and communism) in regard to economic freedom and raising the standard of living for citizens.

**Clarifications:**
*Clarification 1:* Students will evaluate various economic systems (e.g., free market, socialism).

*Clarification 2:* Students will compare the economic prosperity and opportunity of current nations.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.3.AP.15: | Identify the advantages of capitalism over socialism and communism in regard to economic freedom. |

SS.7.CG.4.1:

Explain the relationship between U.S. foreign and domestic policy.

**Clarifications:**
*Clarification 1:* Students will recognize the difference between domestic and foreign policy.

*Clarification 2:* Students will identify issues that relate to U.S. domestic and foreign policy.

*Clarification 3:* Students will define "national interest" and identify the means available to the national government to pursue the United States' national interest.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.4.AP.1: | Identify the relationship between U.S. foreign and domestic policy. |

SS.7.CG.4.2:

Describe the United States' and citizen participation in international organizations.

**Clarifications:**
*Clarification 1:* Students will identify major international organizations in which government plays a role (e.g., North Atlantic Treaty Organization, United Nations, International Court of Justice, World Trade Organization).

*Clarification 2:* Students will discuss the advantages and disadvantages of U.S. membership in international organizations.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.4.AP.2: | Identify the United States' government and citizen participation in international organizations. |

SS.7.CG.4.3:

Describe examples of the United States' actions and reactions in international conflicts.

**Clarifications:**
*Clarification 1:* Students will identify specific examples of and the reasons for United States' involvement in international conflicts.

*Clarification 2:* Students will analyze primary source documents pertaining to international incidents to determine the course of action taken by the United States.

*Clarification 3:* Students will identify the different methods used by the United States to deal with international conflict (e.g., diplomacy, espionage, humanitarian efforts, peacekeeping operations, sanctions, war).

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.4.AP.3: | Identify examples of the United States' actions and reactions in international conflicts. |

Explain the significance of September 11, 2001.

**Clarifications:**
*Clarification 1*: Students will recognize the historical context of global terrorism over time.
*Clarification 2*: Students will describe the global response to terrorism following the events of September 11, 2001.

*Clarification 3*: Students will recognize the importance of respecting civil liberties while ensuring safety and security.

SS.7.CG.4.4:

*Clarification 4*: Students will recall the timeline of events on September 11, 2001, including the attacks on the World Trade Center, the Pentagon, and United Airlines Flight 93.

*Clarification 5*: 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 6*: Students will explain how the heroic actions of passengers on United Flight 93 reflect the principles of liberty and the responsibilities of citizenship.

*Clarification 7*: Students will recognize 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**

| Name | Description |
|---|---|
| SS.7.CG.4.AP.4: | Recognize the significance of September 11, 2001. |

SS.7.E.1.1: Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.E.1.AP.1: | Identify major characteristics of market and mixed economies. |

SS.7.E.1.2: Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.E.1.AP.2: | Identify differences in borrowing and lending money, including the use of credit. |

SS.7.E.2.1: Explain how federal, state, and local taxes support the economy as a function of the United States government.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.E.2.AP.1: | Identify how federal, state, and local taxes are used by the government. |

SS.7.E.2.3: Identify and describe United States laws and regulations adopted to promote economic competition.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.E.2.AP.3: | Identify and describe how U.S. laws and regulations are used to impact and monitor the economy. |

SS.7.E.3.4: Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.E.3.AP.4: | Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator. |

SS.7.G.1.2: Locate on a world map the territories and protectorates of the United States of America.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.G.1.AP.2: | Identify the location of selected United States territories on a world map. |

SS.7.G.1.3: Interpret maps to identify geopolitical divisions and boundaries of places in North America.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.G.1.AP.3: | Identify the divisions and boundaries of places in North America, including the United States, Canada, Mexico and Central America. |

SS.7.G.2.4: Describe current major cultural regions of North America.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.G.2.AP.4: | Identify current major cultural regions of North America. |

SS.7.G.3.1: Use maps to describe the location, abundance, and variety of natural resources in North America.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.G.3.AP.1: | Use maps to identify the location of a variety of natural resources in North America. |

SS.7.G.4.1: Use geographic terms and tools to explain cultural diffusion throughout North America.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.G.4.AP.1: | Identify cultural diffusion due to migration throughout North America. |

SS.7.G.4.2: Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.G.4.AP.2: | Identify the importance of demographics within political divisions of the United States. |

**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.

MA.K12.MTR.1.1:

**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.

**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.

MA.K12.MTR.2.1:

**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.

**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.

MA.K12.MTR.3.1:

**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.

**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.

MA.K12.MTR.4.1:

**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.<br>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.<br>• 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.**<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>• Focus on relevant details within a problem.<br>• Create plans and procedures to logically order events, steps or ideas to solve problems.<br>• Decompose a complex problem into manageable parts.<br>• Relate previously learned concepts to new concepts.<br>• Look for similarities among problems.<br>• Connect solutions of problems to more complicated large-scale situations.<br>**Clarifications:**<br>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:<br>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.<br>• Support students to develop generalizations based on the similarities found among problems.<br>• Provide opportunities for students to create plans and procedures to solve problems.<br>• 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.**<br>Mathematicians who assess the reasonableness of solutions:<br>• Estimate to discover possible solutions.<br>• Use benchmark quantities to determine if a solution makes sense.<br>• Check calculations when solving problems.<br>• Verify possible solutions by explaining the methods used.<br>• Evaluate results based on the given context.<br>**Clarifications:**<br>Teachers who encourage students to assess the reasonableness of solutions:<br>• Have students estimate or predict solutions prior to solving.<br>• Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>• Reinforce that students check their work as they progress within and after a task.<br>• Strengthen students' ability to verify solutions through justifications. |
| MA.K12.MTR.7.1: | **Apply mathematics to real-world contexts.**<br>Mathematicians who apply mathematics to real-world contexts:<br>• Connect mathematical concepts to everyday experiences.<br>• Use models and methods to understand, represent and solve problems.<br>• Perform investigations to gather data or determine if a method is appropriate.<br>• Redesign models and methods to improve accuracy or efficiency.<br>**Clarifications:**<br>Teachers who encourage students to apply mathematics to real-world contexts:<br>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.<br>• Challenge students to question the accuracy of their models and methods.<br>• Support students as they validate conclusions by comparing them to the given situation.<br>• Indicate how various concepts can be applied to other disciplines. |
| ELA.K12.EE.1.1: | Cite evidence to explain and justify reasoning.<br>**Clarifications:**<br>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.<br>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.<br>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.<br>6-8 Students continue with previous skills and use a style guide to create a proper citation.<br>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.<br>**Clarifications:**<br>See Text Complexity for grade-level complexity bands and a text complexity rubric. |
| ELA.K12.EE.3.1: | Make inferences to support comprehension.<br>**Clarifications:**<br>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. |
| | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.<br>**Clarifications:**<br>In kindergarten, students learn to listen to one another respectfully. |

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| ELA.K12.EE.4.1: | 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.<br><br>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.<br><br>**Clarifications:**<br>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.<br><br>**Clarifications:**<br>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. |

# General Course Information and Notes

## 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 or partially satisfies statutory requirements for required instructional components:

- The Declaration of Independence (2)(a)
- The Constitution of the United States (2)(b)
- Republican form of Government (2)(c)
- Elements of Civil Government (2)(e)

- History of the Holocaust (2)(g)
- African American History (2)(h)
- Asian American and Pacific Islander History (2)(i)
- Women's American History (2)(r)
- Economics (2)(s)
- Civics and character education (2)(t)

The primary content of this course focuses on the principles, structure, and functions of government; the historical foundations of the American political system; the rights, responsibilities, and roles of U.S. citizens; and the various ways individuals actively participate in civic life. The course integrates geographic and economic concepts to deepen understanding and is aligned with Florida's Civics and Government benchmarks.

## General Information

**Course Number:** 7821021

**Course Path: Section:** Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Academics - Subject Areas >

**Abbreviated Title:** ACCESS M/J CIVICS

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course Approved

## Educator Certifications

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|---|
| 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 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) |
| 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) |
| Varying Exceptionalities (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) |
| Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Political Science (Grades 6-12) |
| Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Political Science (Grades 6-12) |

# Access M/J World History (#7821022) 2026 - And Beyond (current)

## Course Standards

| Name | Description |
|---|---|
| SS.6.CG.1.1: | Analyze how democratic concepts developed in ancient Greece served as a foundation for the United States' constitutional republic.<br>**Clarifications:**<br>*Clarification 1:* Students will identify and explain the democratic principles of government in ancient Greece.<br>*Clarification 2:* Students will compare and contrast the political systems of ancient Greece and modern-day United States.<br>*Clarification 3:* Students will recognize the influence of ancient Greece on the American political process.<br>**Related Access Points**<br>Name: SS.6.CG.1.AP.1: Description: Identify how democratic concepts developed in ancient Greece served as a foundation for the United States' constitutional republic. |
| SS.6.CG.1.2: | Analyze the influence of ancient Rome on the United States' constitutional republic.<br>**Clarifications:**<br>*Clarification 1:* Students will compare and contrast the political systems in ancient Rome and modern-day United States.<br>*Clarification 2:* Students will recognize the influence of ancient Rome on the American political process.<br>**Related Access Points**<br>Name: SS.6.CG.1.AP.2: Description: Identify the influence of ancient Rome on the United States' constitutional republic. |
| SS.6.CG.1.3: | Examine rule of law in the ancient world and its influence on the United States' constitutional republic.<br>**Clarifications:**<br>*Clarification 1:* Students will recognize origins of what to include, but not be limited to, the contributions of ancient Jewish, ancient Greek and ancient Roman civilizations.<br>*Clarification 2:* Students will recognize that the rule of law is a foundational principle of the U.S. government.<br>**Related Access Points**<br>Name: SS.6.CG.1.AP.3: Description: Identify rule of law as a foundational principle of the U.S. government. |
| SS.6.CG.1.4: | Examine examples of civic leadership and virtue in ancient Greece and ancient Rome.<br>**Clarifications:**<br>*Clarification 1:* Students will explain the influence of significant leaders (e.g., Marcus Tullius Cicero, Marcus Aurelius, Pericles, Solon, Cleisthenes) on civic participation and governance in the ancient world.<br>**Related Access Points**<br>Name: SS.6.CG.1.AP.4: Description: Identify an example of civic leadership in ancient Greece and ancient Rome. |
| SS.6.E.1.1: | Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.<br>**Related Access Points**<br>Name: SS.6.E.1.AP.1: Description: Identify the factors that increase economic growth. |
| SS.6.E.1.3: | Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).<br>**Related Access Points**<br>Name: SS.6.E.1.AP.3: Description: Identify the basic economic concepts found in early civilizations. |
| SS.6.E.2.1: | Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development. |

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.E.2.AP.1: | Recognize that leaders or family groups make economic decisions for their civilizations. |

SS.6.E.3.1: Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.E.3.AP.1: | Identify and explain why mediums of exchange were needed in trade between early civilizations. |

SS.6.E.3.2: Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.E.3.AP.2: | Identify the products and barriers involved in trade between civilizations. |

SS.6.E.3.3: Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.E.3.AP.3: | Identify the elements of traditional economies that led to the need for a merchant class. |

SS.6.E.3.4: Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.E.3.AP.4: | Identify the benefits and drawbacks of voluntary trade between civilizations. |

SS.6.G.1.1: Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.1.AP.1: | Select the correct latitude and longitude coordinates of a designated item on a map grid. |

SS.6.G.1.2: Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.1.AP.2: | Identify the purposes of different types of maps, such as political, physical, or special purpose. |

SS.6.G.1.3: Identify natural wonders of the ancient world.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.1.AP.3: | Identify various types of landforms such as the Seven Natural Wonders of Africa, Himalayas, and Gobi Desert. |

SS.6.G.1.5: Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.1.AP.5: | Use scale conversions and cardinal directions to identify distance and direction between two identified locations on a map or grid. |

SS.6.G.1.6: Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.1.AP.6: | Identify types of major bodies of water in the world, and recognize ways they have impacted agriculture, trade, and exploration. |

SS.6.G.1.7: Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.1.AP.7: | Use maps to identify landforms and boundaries of ancient civilizations that still shape the world today. |

SS.6.G.2.1: Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.2.AP.1: | Identify the impact of physical characteristics, climate, or natural resources upon the settlement and economies of ancient civilizations. |

SS.6.G.2.2: Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.2.AP.2: | Identify different ways civilizations defined their territory, such as countries, city-states, provinces, kingdoms, and empires. |

SS.6.G.2.3: Analyze the relationship of physical geography to the development of ancient river valley civilizations.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.2.AP.3: | Identify how the development of ancient river valley civilizations was shaped by the geography and proximity of the river. |

SS.6.G.2.4: Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.2.AP.4: | Identify ways the geographical location of ancient civilizations contributed to the culture, economy, and politics. |

SS.6.G.2.5: Interpret how geographic boundaries invite or limit interaction with other regions and cultures.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.2.AP.5: | Explain how geographic boundaries such as rivers, deserts, and mountains invite or limit interactions with other regions and cultures. |

SS.6.G.2.6: Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.2.AP.6: | Define cultural diffusion and identify the influences of different ancient cultures on one another. |

SS.6.G.2.7: Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.2.AP.7: | Identify distribution of population in the ancient world on a map. |

SS.6.G.3.1: Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.3.AP.1: | Identify the impact of physical landscape on the development of agriculture and/or industry in the ancient world. |

SS.6.G.3.2: Analyze the impact of human populations on the ancient world's ecosystems.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.3.AP.2: | Identify the impact of human population on the ancient world's environment |

SS.6.G.4.1: Explain how family and ethnic relationships influenced ancient cultures.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.4.AP.1: | Identify how family and ethnic relationships influenced ancient cultures. |

SS.6.G.4.2: Use maps to trace significant migrations, and analyze their results.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.4.AP.2: | Use a map to identify a prehistoric migration route used by humans. |

SS.6.G.4.3: Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.4.AP.3: | Identify a migration pattern in Africa or Asia, where evidence of early human societies has been found. |

SS.6.G.4.4: Map and analyze the impact of the spread of various belief systems in the ancient world.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.4.AP.4: | Use a map to identify countries or regions where various belief systems spread in the ancient world. |

SS.6.G.5.1: Identify the methods used to compensate for the scarcity of resources in the ancient world.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.5.AP.1: | Identify examples of what ancient people used to compensate for the scarcity of resources. |

SS.6.G.5.2: Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.5.AP.2: | Identify why ancient civilizations developed transportation networks of highways and waterways. |

SS.6.G.5.3: Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.5.AP.3: | Identify the effects of famine, drought, and other natural disasters on ancient civilizations. |

SS.6.G.6.1: Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.6.AP.1: | Identify ways geographers organize information, such as by spatial terms, places and regions, human systems, and the environment. |

SS.6.W.1.1: Use timelines to identify chronological order of historical events.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.1.AP.1: | Use timelines to identify chronological order of historical events. |

SS.6.W.1.2: Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.1.AP.2: | Identify terms used as designations of time periods. |

SS.6.W.1.3: Interpret primary and secondary sources.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.1.AP.3: | Identify examples of primary and secondary sources. |

SS.6.W.1.4: Describe the methods of historical inquiry and how history relates to the other social sciences.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.1.AP.4: | Identify methods of historical inquiry and how history relates to the other social sciences. |

SS.6.W.1.5: Describe the roles of historians and recognize varying historical interpretations (historiography).

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.1.AP.5: | Identify the role of historians and recognize that historians' interpretations may differ. |

SS.6.W.1.6: Describe how history transmits culture and heritage and provides models of human character.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.1.AP.6: | Identify how history transmits culture and heritage. |

SS.6.W.2.1: Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.2.AP.1: | Identify the similarities and differences in the lifestyles of hunter-gatherers with settlers of early agricultural communities. |

SS.6.W.2.2: Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.2.AP.2: | Identify ways that agriculture and metallurgy changed life in early civilizations. |

SS.6.W.2.3: Identify the characteristics of civilization.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.2.AP.3: | Identify the characteristics of civilization. |

SS.6.W.2.4: Compare the economic, political, social, and religious institutions of ancient river civilizations.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.2.AP.4: | Identify the economic, political, social, and religious institutions of ancient river civilizations. |

SS.6.W.2.5: Summarize important achievements of Egyptian civilization.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.2.AP.5: | Identify important achievements of the Egyptian civilization. |

SS.6.W.2.6: Determine the contributions of key figures from ancient Egypt.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.2.AP.6: | Identify the contributions of key figures from ancient Egypt. |

SS.6.W.2.7: Summarize the important achievements of Mesopotamian civilization.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.2.AP.7: | Identify important achievements of the Mesopotamian civilization. |

SS.6.W.2.8: Determine the impact of key figures from ancient Mesopotamian civilizations.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.2.AP.8: | Identify the impact of key figures from ancient Mesopotamian civilizations. |

SS.6.W.2.9: Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.2.AP.9: | Identify key figures and a basic belief of the ancient Israelites and how they differed from those of others in the geographic area. |

SS.6.W.2.10: Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.2.AP.10: | Identify the emergence of the early river civilizations with the advanced civilizations in Meso and South America. |

SS.6.W.3.1: Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).

**Related Access Points**

| Name | Description |
|---|---|

| | |
|---|---|
| SS.6.W.3.AP.1: | Identify the cultural impact the ancient Phoenicians had on the Mediterranean world regarding colonization, exploration, maritime commerce, and written communication. |

SS.6.W.3.2: Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.3.AP.2: | Identify the democratic concepts developed in ancient Greece. |

SS.6.W.3.3: Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots).

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.3.AP.3: | Identify the characteristics of life in Athens and Sparta. |

SS.6.W.3.4: Explain the causes and effects of the Persian and Peloponnesian Wars.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.3.AP.4: | Identify the causes and effects of the Persian and Peloponnesian Wars. |

SS.6.W.3.5: Summarize the important achievements and contributions of ancient Greek civilization.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.3.AP.5: | Identify the important achievements and contributions of ancient Greek civilization. |

SS.6.W.3.6: Determine the impact of key figures from ancient Greece.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.3.AP.6: | Identify the impact of key figures from ancient Greece. |

SS.6.W.3.7: Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.3.AP.7: | Identify the key achievements, contributions, and figures associated with the Hellenistic Period. |

SS.6.W.3.8: Determine the impact of significant figures associated with ancient Rome.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.3.AP.8: | Identify the impact of significant figures associated with ancient Rome. |

SS.6.W.3.9: Explain the impact of the Punic Wars on the development of the Roman Empire.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.3.AP.9: | Identify the impact of the Punic Wars on the development of the Roman Empire. |

SS.6.W.3.10: Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.3.AP.10: | Identify the type of government found in the Roman Republic and its contribution to the development of democratic principles. |

SS.6.W.3.11: Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.3.AP.11: | Identify changes in the characteristics of life in Rome as it transitioned from republic to Imperial Rome. |

SS.6.W.3.12: Explain the causes for the growth and longevity of the Roman Empire.

**Related Access Points**

| Name | Description |
|---|---|

| | |
|---|---|
| SS.6.W.3.AP.12: | Explain the causes for the growth and longevity of the Roman Empire. |

SS.6.W.3.13: Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.3.AP.13: | Identify key figures and the basic beliefs of early Christianity, and how these beliefs impacted the Roman Empire. |

SS.6.W.3.14: Describe the key achievements and contributions of Roman civilization.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.3.AP.14: | Identify the key achievements and contributions of Roman civilization. |

SS.6.W.3.15: Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.3.AP.15: | Identify the reasons for the gradual decline of the Western Roman Empire after the Pax Romana. |

SS.6.W.3.16: Compare life in the Roman Republic for patricians, plebeians, women, children, and slaves.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.3.AP.16: | Identify the aspects of society in the Roman Republic for patricians, plebeians, women, children, and the enslaved and indentured. |

SS.6.W.3.17: Explain the spread and influence of the Latin language on Western Civilization.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.3.AP.17: | Identify how the spread and influence of the Latin language impacted Western Civilization. |

SS.6.W.3.18: Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.3.AP.18: | Identify factors in the rise and fall of the ancient east African kingdoms, including Kush, Axum, and Ethiopia. |

SS.6.W.4.1: Discuss the significance of Aryan and other tribal migrations on Indian civilization.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.4.AP.1: | Identify the significance of Aryan and other tribal migrations on Indian civilization. |

SS.6.W.4.2: Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.4.AP.2: | Identify the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India. |

SS.6.W.4.3: Recognize the political and cultural achievements of the Mauryan and Gupta empires.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.4.AP.3: | Identify the political and cultural achievements of the Mauryan and Gupta empires. |

SS.6.W.4.4: Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.4.AP.4: | Identify the teachings of Buddha and trace how Buddhism spread in India, Ceylon, and other parts of Asia. |

SS.6.W.4.5: Summarize the important achievements and contributions of ancient Indian civilization.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.4.AP.5: | Identify the important achievements and contributions of ancient Indian civilization, in written language, science, and/or mathematics. |

SS.6.W.4.6: Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.4.AP.6: | Identify the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties. |

SS.6.W.4.7: Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.4.AP.7: | Identify the basic teachings of Laozi, Confucius, and Han Fei Zi. |

SS.6.W.4.8: Describe the contributions of classical and post classical China.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.4.AP.8: | Identify the contributions of classical and post classical China. |

SS.6.W.4.9: Identify key figures from classical and post classical China.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.4.AP.9: | Identify key figures from classical and post classical China. |

SS.6.W.4.10: Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.4.AP.10: | Identify the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas. |

SS.6.W.4.11: Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.4.AP.11: | Identify the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan. |

SS.6.W.4.12: Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.4.AP.12: | Identify the objectives and outcomes of Chinese isolationism in the 15th century. |

**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.

MA.K12.MTR.1.1:

**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.

**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.

MA.K12.MTR.2.1:

**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.

**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.

| | |
|---|---|
| MA.K12.MTR.7.1: | • Redesign models and methods to improve accuracy or efficiency.<br>**Clarifications:**<br>Teachers who encourage students to apply mathematics to real-world contexts:<br>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.<br>• Challenge students to question the accuracy of their models and methods.<br>• Support students as they validate conclusions by comparing them to the given situation.<br>• Indicate how various concepts can be applied to other disciplines. |
| ELA.K12.EE.1.1: | Cite evidence to explain and justify reasoning.<br>**Clarifications:**<br>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.<br>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.<br>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.<br>6-8 Students continue with previous skills and use a style guide to create a proper citation.<br>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.<br>**Clarifications:**<br>See Text Complexity for grade-level complexity bands and a text complexity rubric. |
| ELA.K12.EE.3.1: | Make inferences to support comprehension.<br>**Clarifications:**<br>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.<br>**Clarifications:**<br>In kindergarten, students learn to listen to one another respectfully.<br>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.<br>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.<br>**Clarifications:**<br>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.<br>**Clarifications:**<br>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. |

# General Course Information and Notes

## 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:

- (2)(a)4 The elements of civil government

## General Information

**Course Number:** 7821022

**Course Path: Section:** Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Academics - Subject Areas >

**Abbreviated Title:** ACCESS M/J WRLD HIST

**Course Length:** Year (Y)

**Course Attributes:**
- Class Size Core Required

**Course Type:** Core Academic 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) |
| 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) |

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|---|
| 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) |
| Varying Exceptionalities (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) |
| Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus History (Grades 6-12) |

# Access M/J Civics and Career Planning (#7821023) 2026 - And Beyond (current)

## Course Standards

| Name | Description |
|---|---|
| SS.68.HE.1.1: | Examine 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.<br>**Clarifications:**<br>*Clarification 1:* Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.<br>*Clarification 2:* Students will analyze how antisemitism led to and contributed to the Holocaust.<br>*Clarification 3:* Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).<br>**Related Access Points**<br>**Name** **Description**<br>SS.68.HE.1.AP.1a: Identify the Holocaust as the planned persecution and murder of European Jews by the government of Nazi Germany.<br>SS.68.HE.1.AP.1b: Identify examples of antisemitism and how it contributed to the Holocaust.<br>SS.68.HE.1.AP.1c: Identify the basic beliefs of Judaism and the history of Jews in Europe. |
| SS.7.CG.1.1: | Analyze the influences of ancient Greece, ancient Rome and the Judeo-Christian tradition on America's constitutional republic.<br>**Clarifications:**<br>*Clarification 1:* Students will explain the influence of ancient Greece on America's constitutional republic (e.g., civic participation, legislative bodies, polis, voting rights, written constitution).<br>*Clarification 2:* Students will explain the influence of ancient Rome on America's constitutional republic (e.g., civic participation, republicanism, representative government, rule of law, separation of powers).<br>*Clarification3:* Students will compare and contrast the democratic principles of ancient Greece and ancient Rome with those of the United States.<br>*Clarification 4:* Students will explain how the Judeo-Christian ethical ideas of justice, individual worth, personal responsibility and the rule of law influenced America's constitutional republic.<br>**Related Access Points**<br>**Name** **Description**<br>SS.7.CG.1.AP.1: Identify the influences of ancient Greece, ancient Rome and the Judeo-Christian tradition on America's constitutional republic. |
| SS.7.CG.1.2: | Trace the principles underlying America's founding ideas on law and government.<br>**Clarifications:**<br>*Clarification 1:* Students will recognize principles contained in the founding documents (e.g., due process of law, equality of mankind, limited government, natural rights, the rule of law).<br>*Clarification 2:* Students will explain why religious liberty is a protected right.<br>**Related Access Points**<br>**Name** **Description**<br>SS.7.CG.1.AP.2: Identify the principles of due process of law, equality of mankind, limited government, natural rights, and rule of law, in the founding documents. |
| SS.7.CG.1.3: | Trace the impact that the Magna Carta, Mayflower Compact, English Bill of Rights and Thomas Paine's Common Sense had on colonists' views of government.<br>**Clarifications:**<br>*Clarification 1:* Students will identify the important ideas contained in the Magna Carta (e.g., due process of law, limitation of government power, right to justice, right to fair trial), Mayflower Compact (e.g., consent of the governed, self-government), English Bill of Rights (e.g., right to life, liberty and property; no taxation without representation; right to a speedy and fair jury trial; no excessive punishments) and Common Sense (representative self-government).<br>**Related Access Points**<br>**Name** **Description** |

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|---|---|
| SS.7.CG.1.AP.3: | Identify the impact that the Magna Carta, Mayflower Compact, English Bill of Rights and Thomas Paine's Common Sense had on colonists' views of the government. |

SS.7.CG.1.4:

Analyze how Enlightenment ideas, including Montesquieu's view of separation of powers and John Locke's theories related to natural law and Locke's social contract, influenced the Founding.

**Clarifications:**

*Clarification 1:* Students will identify and describe the Enlightenment ideas of separation of powers, natural law, and social contract.

*Clarification 2:* Students will examine how Enlightenment ideas influenced the Founders' beliefs about individual liberties and government.

*Clarification 3:* Students will evaluate the influence of Montesquieu's and Locke's ideas on the Founding Fathers.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.1.AP.4: | Identify how Montesquieu's view of separation of powers and John Locke's theories related to natural law and Locke's social contract, influenced the Founding Fathers. |

SS.7.CG.1.5:

Describe how British policies and responses to colonial concerns led to the writing of the Declaration of Independence.

**Clarifications:**

*Clarification 1:* Students will trace the causal relationships between British policies, British responses to colonial grievances and the writing of the Declaration of Independence (e.g., Stamp Act, Quartering Act, Declaratory Act, Townshend Acts, Tea Act, Intolerable Acts).

*Clarification 2:* Students will recognize the underlying themes of British colonial policies concerning taxation, representation and individual rights that formed the basis of the American colonists' desire for independence.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.1.AP.5: | Identify how British policies and responses to colonial concerns led to the writing of the Declaration of Independence. |

SS.7.CG.1.6:

Analyze the ideas and grievances set forth in the Declaration of Independence.

**Clarifications:**

*Clarification 1:* Students will identify the unalienable rights specifically expressed in the Preamble of the Declaration of Independence (e.g., life, liberty and the pursuit of happiness).

*Clarification 2:* Students will explain the concept of natural rights as expressed in the Declaration of Independence.

*Clarification 3:* Students will recognize natural rights, social contract, limited government and the right of resistance to tyrannical government.

*Clarification 4:* Students will analyze the relationship between natural rights and the role of government: 1. People are endowed by their Creator with certain unalienable rights; 2. Governments are instituted among men to secure these rights; 3. Governments derive their just powers from the consent of governed; and 4. Whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it and to institute new government.

*Clarification 5:* Students will recognize the connection between specific grievances in the Declaration of Independence and natural rights violations.

*Clarification 6:* Students will recognize colonial grievances identified in the Declaration of Independence (e.g., imposing taxes without the consent of the people, suspending trial by jury, limiting judicial powers, quartering soldiers and dissolving legislatures).

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.1.AP.6: | Identify the ideas and grievances set forth in the Declaration of Independence. |

SS.7.CG.1.7:

Explain how the weaknesses of the Articles of Confederation led to the writing of the U.S. Constitution.

**Clarifications:**

*Clarification 1:* Students will identify the weaknesses of the government under the Articles of Confederation (i.e., Congress had no power to tax, to regulate trade or to enforce its laws; the national government lacked a national court system [judicial branch] and central leadership [executive branch]; no national armed forces; and changes to the Articles required unanimous consent of the 13 states).

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.1.AP.7: | Identify how the weaknesses of the Articles of Confederation led to the writing of the U.S. Constitution. |

SS.7.CG.1.8:

Explain the purpose of the Preamble to the U.S. Constitution.

**Clarifications:**

*Clarification 1:* Students will explain how the Preamble serves as an introduction to the U.S. Constitution (e.g., establishes the goals and purposes of government).

*Clarification 2:* Students will identify the goals and purposes of the national government as set forth in the Preamble to the U.S. Constitution (i.e., form a more perfect union, establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity).

*Clarification 3:* Students will recognize that the intention of the phrase "We the People" means that government depends on the people for its

power and exists to serve them.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.1.AP.8: | Identify the six goals and purposes highlighted in the Preamble to the U.S. Constitution. |

SS.7.CG.1.9:

Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law.

**Clarifications:**

*Clarification 1:* Students will explain the concept of limited government in the U.S. Constitution.

*Clarification 2:* Students will describe and distinguish between separation of powers and checks and balances.

*Clarification 3:* Students will analyze how government power is limited by separation of powers and/or checks and balances.

*Clarification 4:* Students will recognize examples of separation of powers and checks and balances.

*Clarification 5:* Students will recognize the influence of the U.S. Constitution on the development of other governments.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.1.AP.9: | Identify how the U.S. Constitution limits the powers of the government through separation of powers, checks and balances, individual rights, rule of law and due process of law. |

SS.7.CG.1.10:

Compare the viewpoints of the Federalists and the Anti-Federalists regarding ratification of the U.S. Constitution and including a bill of rights.

**Clarifications:**

*Clarification 1:* Students will identify the viewpoints of the Federalists and the Anti-Federalists about the ratification of the U.S. Constitution.

*Clarification 2:* Students will recognize the Anti-Federalists' reasons for the inclusion of a bill of rights in the U.S. Constitution.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.1.AP.10: | Identify the viewpoints of the Federalists and Anti-Federalists regarding the ratification of the U.S. Constitution and the Bill of Rights. |

SS.7.CG.1.11:

Define the rule of law and recognize its influence on the development of legal, political, and governmental systems in the United States.

**Clarifications:**

*Clarification 1:* Students will compare and contrast the characteristics of a society that operates under the rule of law and one that does not.

*Clarification 2:* Students will assess the importance of the rule of law in protecting citizens from arbitrary and abusive uses of government power.

*Clarification 3:* Students will analyze the meaning and importance of due process in the United States legal system.

*Clarification 4:* Students will evaluate the impact of the rule of law on governmental officials and institutions (e.g., accountability to the law, consistent application and enforcement of the law, decisions based on the law, fair procedures, transparency of institutions).

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.1.AP.11: | Identify the influence of rule of law on the development of legal, political, and governmental systems in the United States. |

SS.7.CG.2.1:

Define the term "citizen," and explain the constitutional means of becoming a U.S. citizen.

**Clarifications:**

*Clarification 1:* Students will define citizenship as stated in the 14th Amendment.

*Clarification 2:* Students will explain the process of becoming a naturalized citizen.

*Clarification 3:* Students will define permanent residency and explain its role in obtaining citizenship.

*Clarification 4:* Students will examine the impact of the naturalization process on society, government and the political process.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.2.AP.1: | Identify the qualifications for citizenship as defined by the 14th Amendment to the U.S. Constitution. |

Differentiate between obligations and responsibilities of U.S. citizenship, and evaluate their impact on society.

**Clarifications:**

*Clarification 1:* Students will distinguish between an obligation or duty and a responsibility as it relates to citizenship. Responsibilities may include, but are not limited to, voting, attending civic meetings, petitioning government, and running for office.

*Clarification 2:* Students will recognize the concept of the common good as a reason for fulfilling the obligations and responsibilities of

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| SS.7.CG.2.2: | citizenship.<br>*Clarification 3:* Students will evaluate the obligations and responsibilities of citizens as they relate to active participation in society and government.<br>*Clarification 4:* Students will use scenarios to assess specific obligations of citizens.<br>*Clarification 5:* Students will identify the consequences or predict the outcome on society if citizens do not fulfill their obligations and responsibilities. |

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.2.AP.2: | Identify the obligations and responsibilities of U.S. citizenship, and their impact on society. |

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|---|---|
| SS.7.CG.2.3: | Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.<br>**Clarifications:**<br>*Clarification 1:* Students will recognize that the Bill of Rights comprises the first ten amendments to the U.S. Constitution.<br>*Clarification 2:* Students will recognize the five freedoms protected by the First Amendment.<br>*Clarification 3:* Students will evaluate how the Bill of Rights and other amendments (e.g., 13th, 14th, 15th, 19th, 24th, 26th) influence individual actions and social interactions.<br>*Clarification 4:* Students will use scenarios to identify rights protected by the Bill of Rights.<br>*Clarification 5:* Students will use scenarios to recognize violations of the Bill of Rights or other constitutional amendments. |

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.2.AP.3: | Identify the rights contained in the Bill of Rights and other amendments to the U.S. Constitution. |

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|---|---|
| SS.7.CG.2.4: | Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights.<br>**Clarifications:**<br>*Clarification 1:* Students will recognize that rights are protected but some rights are limited (e.g., property rights, civil disobedience).<br>*Clarification 2:* Students will examine rationales for and results of government-imposed limitations on individual rights (e.g., forced internment in wartime, limitations on speech, rationing during wartime, suspension of habeas corpus).<br>*Clarification 3:* Students will use scenarios to examine the impact of limiting individual rights.<br>*Clarification 4:* Students will examine the role of the judicial branch of government in protecting individual rights and freedoms. |

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.2.AP.4: | Identify how the U.S. Constitution and the Bill of Rights safeguard individual rights. |

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|---|---|
| SS.7.CG.2.5: | Describe the trial process and the role of juries in the administration of justice at the state and federal levels.<br>**Clarifications:**<br>*Clarification 1:* Students will examine the significance of juries in the American legal system.<br>*Clarification 2:* Students will explain types of jury trials, how juries are selected and why jury trials are important. |

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.2.AP.5: | Identify the steps in the trial process and role of juries in the judicial system. |

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|---|---|
| SS.7.CG.2.6: | Examine the election and voting process at the local, state, and national levels.<br>**Clarifications:**<br>*Clarification 1:* Students will explain how elections and voting impact citizens at the local, state and national levels.<br>*Clarification 2:* Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.<br>*Clarification 3:* Students will explain how free and fair elections promote trust in democratic institutions and preserve the republic. |

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.2.AP.6: | Identify the steps in the election and voting process at the local, state, and national levels. |

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|---|---|
| SS.7.CG.2.7: | Identify the constitutional qualifications required to hold local, state, and national office.<br>**Clarifications:**<br>*Clarification 1:* |

Students will recognize the qualifications to seek election to local, state, and national political offices.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.2.AP.7: | Recognize the constitutional qualifications required to hold local, state and national offices. |

SS.7.CG.2.8:

Examine the impact of media, individuals, and interest groups on monitoring and influencing government.

**Clarifications:**
*Clarification 1:* Students will identify methods used by the media to monitor and hold government accountable (e.g., acting as a watchdog, freedom of the press as contained in the 1st Amendment).

*Clarification 2:* Students will identify methods used by individuals to monitor, hold accountable and influence the government (e.g., attending civic meetings, peacefully protesting, petitioning government, running for office, voting).

*Clarification 3:* Students will identify methods used by interest groups to monitor and influence government.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.2.AP.8: | Identify the impact of media, individuals, and interest groups on monitoring and influencing government. |

SS.7.CG.2.9:

Analyze media and political communications and identify examples of bias, symbolism, and propaganda.

**Clarifications:**
*Clarification 1:* Students will use scenarios to identify bias, symbolism, and propaganda.

*Clarification 2:* Students will evaluate how bias, symbolism and propaganda can impact public opinion.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.2.AP.9: | Identify examples of bias, symbolism, and propaganda in media and political communications. |

SS.7.CG.2.10:

Explain the process for citizens to address a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.

**Clarifications:**
*Clarification 1:* Students will identify the appropriate level of government to resolve specific problems.

*Clarification 2:* Students will identify appropriate government agencies to address local or state problems.

*Clarification 3:* Students will analyze public policy alternatives to resolve local and state problems.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.2.AP.10: | Identify the steps a citizen would take to correct a problem at the local or state level. |

SS.7.CG.3.1:

Analyze the advantages of the United States' constitutional republic over other forms of government in safeguarding liberty, freedom, and a representative government.

**Clarifications:**
*Clarification 1:* Students will apply their understanding of various forms of government (e.g., republic, democracy, monarchy, oligarchy, theocracy, autocracy).

*Clarification 2:* Students will identify different forms of government based on their political philosophy or organizational structure.

*Clarification 3:* Students will analyze scenarios describing various forms of government.

*Clarification 4:* Students will explain how the application 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 distinguishes the United States' constitutional republic from authoritarian and totalitarian nations.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.3.AP.1: | Identify an advantage of a constitutional republic, like the United States, over other forms of government. |

SS.7.CG.3.2:

Explain the advantages of a federal system of government over other systems in balancing local sovereignty with national unity and protecting against authoritarianism.

**Clarifications:**
*Clarification 1:* Students will apply their understanding of federal, confederal, and unitary systems of government.

*Clarification 2:* Students will compare the organizational structures of systems of government.

*Clarification 3:* Students will recognize examples of these systems of government.

*Clarification 4:* Students will analyze scenarios describing various systems of government.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.3.AP.2: | Identify an advantage of a federal system of government for balancing local, state, and national government powers. |

SS.7.CG.3.3:

Describe the structure and function of the three branches of government established in the U.S. Constitution.

**Clarifications:**

*Clarification 1:* Students will recognize the structure of the legislative, executive, and judicial branches.

*Clarification 2:* Students will compare the roles and responsibilities of the three branches of the national government.

*Clarification 3:* Students will identify the general powers described in Articles I, II and III of the U.S. Constitution.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.3.AP.3: | Identify the structure and function of the three branches of government established in the U.S. Constitution. |

SS.7.CG.3.4:

Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution and the 10th Amendment.

**Clarifications:**

*Clarification 1:* Students will describe the system of federalism as established by the U.S. Constitution.

*Clarification 2:* Students will analyze how federalism limits government power.

*Clarification 3:* Students will compare concurrent powers, enumerated powers, reserved powers and delegated powers as they relate to state and national governments.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.3.AP.4: | Identify the relationship between state and national governments as established in the U.S. Constitution and the 10th Amendment. |

SS.7.CG.3.5:

Explain the amendment process outlined in Article V of the U.S. Constitution.

**Clarifications:**

*Clarification 1:* Students will recognize the methods used to propose and ratify amendments to the U.S. Constitution.

*Clarification 2:* Students will identify the correct sequence of each amendment process.

*Clarification 3:* Students will identify the importance of a formal amendment process.

*Clarification 4:* Students will recognize the significance of the difficulty of amending the U.S. Constitution.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.3.AP.5: | Identify the steps in the amendment process of the U.S. Constitution. |

SS.7.CG.3.6:

Analyze how the 13th, 14th, 15th, 19th, 24th and 26th Amendments broadened participation in the political process.

**Clarifications:**

*Clarification 1:* Students will recognize how these amendments expanded civil rights to African Americans, women, and young people.

*Clarification 2:* Students will evaluate the impact these amendments have had on American society.

*Clarification 3:* Students will examine how these amendments increased participation in the political process.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.3.AP.6: | Identify how the 13th, 14th, 15th, 19th, 24th and 26th Amendments broadened participation in the political process. |

SS.7.CG.3.7:

Explain the structure, functions, and processes of the legislative branch of government.

**Clarifications:**

*Clarification 1:* Students will examine the processes of the legislative branch (e.g., how a bill becomes a law, appointment confirmation, committee selection).

*Clarification 2:* Students will compare local, state, and national lawmakers (e.g., city/county commissioners/council members; state legislators [representatives and senators]; and U.S. Congressmen/Congresswomen [representatives and senators]).

*Clarification 3:* Students will compare and contrast the lawmaking process at the local, state, and national levels.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.3.AP.7: | Identify the structure and functions of the legislative branch of government. |

SS.7.CG.3.8:

Explain the structure, functions, and processes of the executive branch of government.

**Clarifications:**
*Clarification 1:* Students will examine the processes of the executive branch (e.g., executive order, veto, appointments).

*Clarification 2:* Students will compare and contrast executive authority at the local, state, and national levels.

*Clarification 3:* Students will explain the function of administrative agencies (e.g., advise, make regulations, enforce law and regulations).

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.3.AP.8: | Identify the structure and functions of the executive branch of government. |

SS.7.CG.3.9:

Explain the structure, functions, and processes of the judicial branch of government.

**Clarifications:**
*Clarification 1:* Students will examine the processes of the judicial branch (e.g., judicial review, court order, writ of certiorari, summary judgment).

*Clarification 2:* Students will distinguish between the structure, functions, and powers of courts at the state and federal levels.

*Clarification 3:* Students will recognize that the powers and jurisdiction of the state and federal courts are derived from their respective constitutions.

*Clarification 4:* Students will compare the trial and appellate processes.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.3.AP.9: | Identify the structure and functions of the judicial branch of government. |

SS.7.CG.3.10:

Identify sources and types of law.

**Clarifications:**
*Clarification 1:* Students will explain how historical codes of law influenced the United States.

*Clarification 2:* Students will recognize natural, constitutional, statutory, case, and common law as sources of law.

*Clarification 3:* Students will compare civil, criminal, constitutional and/or military types of law.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.3.AP.10: | Identify sources and types of law. |

SS.7.CG.3.11:

Analyze the effects of landmark Supreme Court decisions on 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; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; In re Gault; United States v. Nixon; Hazelwood v. Kuhlmeier).

*Clarification 2:* Students will use primary sources to assess the significance of each U.S. Supreme Court case.

*Clarification 3:* Students will evaluate the impact of each case on society.

*Clarification 4:* Students will recognize constitutional principles and individual rights in relevant U.S. Supreme Court decisions.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.3.AP.11: | Identify the effects of landmark Supreme Court decisions. |

SS.7.CG.3.12:

Compare the U.S. and Florida constitutions.

**Clarifications:**
*Clarification 1:* Students will identify the purposes of a constitution (e.g., provides a framework for government, limits government authority, protects individual rights of the people).

*Clarification 2:* Students will recognize the basic outline of the U.S. and Florida Constitutions (e.g., both have preambles, articles, and amendments).

*Clarification 3:* Students will compare the amendment process of the U.S. and Florida Constitutions.

*Clarification 4:* Students will recognize the U.S. Constitution as the supreme law of the land.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.3.AP.12: | Identify the framework of government in the U.S. and Florida constitutions. |

SS.7.CG.3.13:

Explain government obligations to its citizens and the services provided at the local, state, and national levels.

**Clarifications:**
*Clarification 1*: Students will describe and classify specific services provided by local, state, and national governments.
*Clarification 2*:Students will compare the powers and obligations of local, state, and national governments.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.3.AP.13: | Identify government services provided to citizens at the local, state, and national levels. |

SS.7.CG.3.14:

Explain the purpose and function of the Electoral College in electing the President of the United States.

**Clarifications:**
*Clarification 1:* Students will explain the origin of the Electoral College and the changes made to it by the 12th Amendment.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.3.AP.14: | Identify the purpose and function of the Electoral College in electing the President of the United States. |

SS.7.CG.3.15:

Analyze the advantages of capitalism and the free market in the United States over government-controlled economic systems (e.g., socialism and communism) in regard to economic freedom and raising the standard of living for citizens.

**Clarifications:**
*Clarification 1:* Students will evaluate various economic systems (e.g., free market, socialism).

*Clarification 2:* Students will compare the economic prosperity and opportunity of current nations.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.3.AP.15: | Identify the advantages of capitalism over socialism and communism in regard to economic freedom. |

SS.7.CG.4.1:

Explain the relationship between U.S. foreign and domestic policy.

**Clarifications:**
*Clarification 1:* Students will recognize the difference between domestic and foreign policy.

*Clarification 2:* Students will identify issues that relate to U.S. domestic and foreign policy.

*Clarification 3:* Students will define "national interest" and identify the means available to the national government to pursue the United States' national interest.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.4.AP.1: | Identify the relationship between U.S. foreign and domestic policy. |

SS.7.CG.4.2:

Describe the United States' and citizen participation in international organizations.

**Clarifications:**
*Clarification 1:* Students will identify major international organizations in which government plays a role (e.g., North Atlantic Treaty Organization, United Nations, International Court of Justice, World Trade Organization).

*Clarification 2:* Students will discuss the advantages and disadvantages of U.S. membership in international organizations.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.4.AP.2: | Identify the United States' government and citizen participation in international organizations. |

SS.7.CG.4.3:

Describe examples of the United States' actions and reactions in international conflicts.

**Clarifications:**
*Clarification 1:* Students will identify specific examples of and the reasons for United States' involvement in international conflicts.

*Clarification 2:* Students will analyze primary source documents pertaining to international incidents to determine the course of action taken by the United States.

*Clarification 3:* Students will identify the different methods used by the United States to deal with international conflict (e.g., diplomacy, espionage, humanitarian efforts, peacekeeping operations, sanctions, war).

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.CG.4.AP.3: | Identify examples of the United States' actions and reactions in international conflicts. |

Explain the significance of September 11, 2001.

SS.7.CG.4.4:

**Clarifications:**
*Clarification 1*: Students will recognize the historical context of global terrorism over time.
*Clarification 2*: Students will describe the global response to terrorism following the events of September 11, 2001.

*Clarification 3*: Students will recognize the importance of respecting civil liberties while ensuring safety and security.

*Clarification 4*: Students will recall the timeline of events on September 11, 2001, including the attacks on the World Trade Center, the Pentagon, and United Airlines Flight 93.

*Clarification 5*: 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 6*: Students will explain how the heroic actions of passengers on United Flight 93 reflect the principles of liberty and the responsibilities of citizenship.

*Clarification 7*: Students will recognize 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**

| Name | Description |
|---|---|
| SS.7.CG.4.AP.4: | Recognize the significance of September 11, 2001. |

SS.7.E.1.1: Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.E.1.AP.1: | Identify major characteristics of market and mixed economies. |

SS.7.E.1.2: Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.E.1.AP.2: | Identify differences in borrowing and lending money, including the use of credit. |

SS.7.E.2.1: Explain how federal, state, and local taxes support the economy as a function of the United States government.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.E.2.AP.1: | Identify how federal, state, and local taxes are used by the government. |

SS.7.E.2.3: Identify and describe United States laws and regulations adopted to promote economic competition.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.E.2.AP.3: | Identify and describe how U.S. laws and regulations are used to impact and monitor the economy. |

SS.7.E.3.4: Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.E.3.AP.4: | Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator. |

SS.7.G.1.2: Locate on a world map the territories and protectorates of the United States of America.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.G.1.AP.2: | Identify the location of selected United States territories on a world map. |

SS.7.G.1.3: Interpret maps to identify geopolitical divisions and boundaries of places in North America.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.G.1.AP.3: | Identify the divisions and boundaries of places in North America, including the United States, Canada, Mexico and Central America. |

SS.7.G.2.4: Describe current major cultural regions of North America.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.G.2.AP.4: | Identify current major cultural regions of North America. |

SS.7.G.3.1: Use maps to describe the location, abundance, and variety of natural resources in North America.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.G.3.AP.1: | Use maps to identify the location of a variety of natural resources in North America. |

SS.7.G.4.1: Use geographic terms and tools to explain cultural diffusion throughout North America.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.G.4.AP.1: | Identify cultural diffusion due to migration throughout North America. |

SS.7.G.4.2: Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.

**Related Access Points**

| Name | Description |
|---|---|
| SS.7.G.4.AP.2: | Identify the importance of demographics within political divisions of the United States. |

**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.

MA.K12.MTR.1.1:

**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.

**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.

MA.K12.MTR.2.1:

**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.

**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.

MA.K12.MTR.3.1:

**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.

**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.

| | |
|---|---|
| MA.K12.MTR.4.1: | • Justify results by explaining methods and processes.<br>• Construct possible arguments based on evidence.<br>**Clarifications:**<br>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:<br>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.<br>• Create opportunities for students to discuss their thinking with peers.<br>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.<br>• 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.**<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>• Focus on relevant details within a problem.<br>• Create plans and procedures to logically order events, steps or ideas to solve problems.<br>• Decompose a complex problem into manageable parts.<br>• Relate previously learned concepts to new concepts.<br>• Look for similarities among problems.<br>• Connect solutions of problems to more complicated large-scale situations.<br>**Clarifications:**<br>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:<br>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.<br>• Support students to develop generalizations based on the similarities found among problems.<br>• Provide opportunities for students to create plans and procedures to solve problems.<br>• 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.**<br>Mathematicians who assess the reasonableness of solutions:<br>• Estimate to discover possible solutions.<br>• Use benchmark quantities to determine if a solution makes sense.<br>• Check calculations when solving problems.<br>• Verify possible solutions by explaining the methods used.<br>• Evaluate results based on the given context.<br>**Clarifications:**<br>Teachers who encourage students to assess the reasonableness of solutions:<br>• Have students estimate or predict solutions prior to solving.<br>• Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>• Reinforce that students check their work as they progress within and after a task.<br>• Strengthen students' ability to verify solutions through justifications. |
| MA.K12.MTR.7.1: | **Apply mathematics to real-world contexts.**<br>Mathematicians who apply mathematics to real-world contexts:<br>• Connect mathematical concepts to everyday experiences.<br>• Use models and methods to understand, represent and solve problems.<br>• Perform investigations to gather data or determine if a method is appropriate.<br>• Redesign models and methods to improve accuracy or efficiency.<br>**Clarifications:**<br>Teachers who encourage students to apply mathematics to real-world contexts:<br>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.<br>• Challenge students to question the accuracy of their models and methods.<br>• Support students as they validate conclusions by comparing them to the given situation.<br>• Indicate how various concepts can be applied to other disciplines. |
| ELA.K12.EE.1.1: | Cite evidence to explain and justify reasoning.<br>**Clarifications:**<br>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.<br>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.<br>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.<br>6-8 Students continue with previous skills and use a style guide to create a proper citation.<br>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.<br>**Clarifications:**<br>See Text Complexity for grade-level complexity bands and a text complexity rubric. |
| ELA.K12.EE.3.1: | Make inferences to support comprehension.<br>**Clarifications:**<br>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.<br>**Clarifications:**<br>In kindergarten, students learn to listen to one another respectfully.<br>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.<br>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.<br>**Clarifications:**<br>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.<br>**Clarifications:**<br>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. |

# General Course Information and Notes

## 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

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 or partially satisfies statutory requirements for required instructional components:

- The Declaration of Independence (2)(a)
- The Constitution of the United States (2)(b)
- Republican form of Government (2)(c)
- Elements of Civil Government (2)(e)
- History of the Holocaust (2)(g)
- African American History (2)(h)
- Asian American and Pacific Islander History (2)(i)
- Women's American History (2)(r)
- Economics (2)(s)
- Civics and character education (2)(t)
- History of Communism (2)(v)

**Career and Education Planning -** Per section 1003.4156, Florida Statutes, students in grades 6–8 must complete a Career and Education Planning course, taught by any instructional staff. The course must be Internet-based, customizable for each student, and include research-based assessments to help students explore education and career options. It must result in a personalized academic and career plan using Florida's online career planning system, when available. Students must learn how to access, update, and are encouraged to revise their plan annually through middle and high school. The plan must emphasize entrepreneurship, employability skills, and include information from the Department of Commerce's economic security report and other state resources. It must also cover high school graduation requirements, diploma designations, career and technical education pathways, Bright Futures scholarships, college admission requirements, opportunities for earning college credit (e.g., AP, IB, AICE, dual enrollment), work-based learning (e.g., internships, apprenticeships), and career education courses leading to industry certification. The course may be taught as a stand-alone or integrated into other courses.

For additional information on the Middle School Career and Education Planning courses, visit: College & Career Planning

## General Information

**Course Number:** 7821023

**Course Path: Section:** Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Academics - Subject Areas >

**Abbreviated Title:** ACCESS M/J CIV & CP

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course Approved

## Educator Certifications

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|---|
| 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) |
| 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) |
| 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) |
| 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) |
| 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 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) |
| Varying Exceptionalities (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) |
| Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus History (Grades 6-12) |
| Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus History (Grades 6-12) |

# Access M/J World History and Career Planning (#7821024) 2026 - And Beyond (current)

## Course Standards

| Name | Description |
|---|---|
| SS.6.CG.1.1: | Analyze how democratic concepts developed in ancient Greece served as a foundation for the United States' constitutional republic.<br>**Clarifications:**<br>*Clarification 1:* Students will identify and explain the democratic principles of government in ancient Greece.<br>*Clarification 2:* Students will compare and contrast the political systems of ancient Greece and modern-day United States.<br>*Clarification 3:* Students will recognize the influence of ancient Greece on the American political process.<br>**Related Access Points**<br>Name: SS.6.CG.1.AP.1: Description: Identify how democratic concepts developed in ancient Greece served as a foundation for the United States' constitutional republic. |
| SS.6.CG.1.2: | Analyze the influence of ancient Rome on the United States' constitutional republic.<br>**Clarifications:**<br>*Clarification 1:* Students will compare and contrast the political systems in ancient Rome and modern-day United States.<br>*Clarification 2:* Students will recognize the influence of ancient Rome on the American political process.<br>**Related Access Points**<br>Name: SS.6.CG.1.AP.2: Description: Identify the influence of ancient Rome on the United States' constitutional republic. |
| SS.6.CG.1.3: | Examine rule of law in the ancient world and its influence on the United States' constitutional republic.<br>**Clarifications:**<br>*Clarification 1:* Students will recognize origins of what to include, but not be limited to, the contributions of ancient Jewish, ancient Greek and ancient Roman civilizations.<br>*Clarification 2:* Students will recognize that the rule of law is a foundational principle of the U.S. government.<br>**Related Access Points**<br>Name: SS.6.CG.1.AP.3: Description: Identify rule of law as a foundational principle of the U.S. government. |
| SS.6.CG.1.4: | Examine examples of civic leadership and virtue in ancient Greece and ancient Rome.<br>**Clarifications:**<br>*Clarification 1:* Students will explain the influence of significant leaders (e.g., Marcus Tullius Cicero, Marcus Aurelius, Pericles, Solon, Cleisthenes) on civic participation and governance in the ancient world.<br>**Related Access Points**<br>Name: SS.6.CG.1.AP.4: Description: Identify an example of civic leadership in ancient Greece and ancient Rome. |
| SS.6.E.1.1: | Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.<br>**Related Access Points**<br>Name: SS.6.E.1.AP.1: Description: Identify the factors that increase economic growth. |
| SS.6.E.1.3: | Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).<br>**Related Access Points**<br>Name: SS.6.E.1.AP.3: Description: Identify the basic economic concepts found in early civilizations. |

SS.6.E.2.1: Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.E.2.AP.1: | Recognize that leaders or family groups make economic decisions for their civilizations. |

SS.6.E.3.1: Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.E.3.AP.1: | Identify and explain why mediums of exchange were needed in trade between early civilizations. |

SS.6.E.3.2: Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.E.3.AP.2: | Identify the products and barriers involved in trade between civilizations. |

SS.6.E.3.3: Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.E.3.AP.3: | Identify the elements of traditional economies that led to the need for a merchant class. |

SS.6.E.3.4: Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.E.3.AP.4: | Identify the benefits and drawbacks of voluntary trade between civilizations. |

SS.6.G.1.1: Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.1.AP.1: | Select the correct latitude and longitude coordinates of a designated item on a map grid. |

SS.6.G.1.2: Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.1.AP.2: | Identify the purposes of different types of maps, such as political, physical, or special purpose. |

SS.6.G.1.3: Identify natural wonders of the ancient world.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.1.AP.3: | Identify various types of landforms such as the Seven Natural Wonders of Africa, Himalayas, and Gobi Desert. |

SS.6.G.1.5: Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.1.AP.5: | Use scale conversions and cardinal directions to identify distance and direction between two identified locations on a map or grid. |

SS.6.G.1.6: Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.1.AP.6: | Identify types of major bodies of water in the world, and recognize ways they have impacted agriculture, trade, and exploration. |

SS.6.G.1.7: Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.1.AP.7: | Use maps to identify landforms and boundaries of ancient civilizations that still shape the world today. |

SS.6.G.2.1: Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.2.AP.1: | Identify the impact of physical characteristics, climate, or natural resources upon the settlement and economies of ancient civilizations. |

SS.6.G.2.2: Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.2.AP.2: | Identify different ways civilizations defined their territory, such as countries, city-states, provinces, kingdoms, and empires. |

SS.6.G.2.3: Analyze the relationship of physical geography to the development of ancient river valley civilizations.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.2.AP.3: | Identify how the development of ancient river valley civilizations was shaped by the geography and proximity of the river. |

SS.6.G.2.4: Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.2.AP.4: | Identify ways the geographical location of ancient civilizations contributed to the culture, economy, and politics. |

SS.6.G.2.5: Interpret how geographic boundaries invite or limit interaction with other regions and cultures.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.2.AP.5: | Explain how geographic boundaries such as rivers, deserts, and mountains invite or limit interactions with other regions and cultures. |

SS.6.G.2.6: Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.2.AP.6: | Define cultural diffusion and identify the influences of different ancient cultures on one another. |

SS.6.G.2.7: Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.2.AP.7: | Identify distribution of population in the ancient world on a map. |

SS.6.G.3.1: Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.3.AP.1: | Identify the impact of physical landscape on the development of agriculture and/or industry in the ancient world. |

SS.6.G.3.2: Analyze the impact of human populations on the ancient world's ecosystems.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.3.AP.2: | Identify the impact of human population on the ancient world's environment |

SS.6.G.4.1: Explain how family and ethnic relationships influenced ancient cultures.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.4.AP.1: | Identify how family and ethnic relationships influenced ancient cultures. |

SS.6.G.4.2: Use maps to trace significant migrations, and analyze their results.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.4.AP.2: | Use a map to identify a prehistoric migration route used by humans. |

SS.6.G.4.3: Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.4.AP.3: | Identify a migration pattern in Africa or Asia, where evidence of early human societies has been found. |

SS.6.G.4.4: Map and analyze the impact of the spread of various belief systems in the ancient world.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.4.AP.4: | Use a map to identify countries or regions where various belief systems spread in the ancient world. |

SS.6.G.5.1: Identify the methods used to compensate for the scarcity of resources in the ancient world.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.5.AP.1: | Identify examples of what ancient people used to compensate for the scarcity of resources. |

SS.6.G.5.2: Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.5.AP.2: | Identify why ancient civilizations developed transportation networks of highways and waterways. |

SS.6.G.5.3: Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.5.AP.3: | Identify the effects of famine, drought, and other natural disasters on ancient civilizations. |

SS.6.G.6.1: Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.6.AP.1: | Identify ways geographers organize information, such as by spatial terms, places and regions, human systems, and the environment. |

SS.6.W.1.1: Use timelines to identify chronological order of historical events.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.1.AP.1: | Use timelines to identify chronological order of historical events. |

SS.6.W.1.2: Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.1.AP.2: | Identify terms used as designations of time periods. |

SS.6.W.1.3: Interpret primary and secondary sources.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.1.AP.3: | Identify examples of primary and secondary sources. |

SS.6.W.1.4: Describe the methods of historical inquiry and how history relates to the other social sciences.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.1.AP.4: | Identify methods of historical inquiry and how history relates to the other social sciences. |

SS.6.W.1.5: Describe the roles of historians and recognize varying historical interpretations (historiography).

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.1.AP.5: | Identify the role of historians and recognize that historians' interpretations may differ. |

SS.6.W.1.6: Describe how history transmits culture and heritage and provides models of human character.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.1.AP.6: | Identify how history transmits culture and heritage. |

SS.6.W.2.1: Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.2.AP.1: | Identify the similarities and differences in the lifestyles of hunter-gatherers with settlers of early agricultural communities. |

SS.6.W.2.2: Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.2.AP.2: | Identify ways that agriculture and metallurgy changed life in early civilizations. |

SS.6.W.2.3: Identify the characteristics of civilization.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.2.AP.3: | Identify the characteristics of civilization. |

SS.6.W.2.4: Compare the economic, political, social, and religious institutions of ancient river civilizations.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.2.AP.4: | Identify the economic, political, social, and religious institutions of ancient river civilizations. |

SS.6.W.2.5: Summarize important achievements of Egyptian civilization.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.2.AP.5: | Identify important achievements of the Egyptian civilization. |

SS.6.W.2.6: Determine the contributions of key figures from ancient Egypt.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.2.AP.6: | Identify the contributions of key figures from ancient Egypt. |

SS.6.W.2.7: Summarize the important achievements of Mesopotamian civilization.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.2.AP.7: | Identify important achievements of the Mesopotamian civilization. |

SS.6.W.2.8: Determine the impact of key figures from ancient Mesopotamian civilizations.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.2.AP.8: | Identify the impact of key figures from ancient Mesopotamian civilizations. |

SS.6.W.2.9: Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.2.AP.9: | Identify key figures and a basic belief of the ancient Israelites and how they differed from those of others in the geographic area. |

SS.6.W.2.10: Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.2.AP.10: | Identify the emergence of the early river civilizations with the advanced civilizations in Meso and South America. |

SS.6.W.3.1: Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.3.AP.1: | Identify the cultural impact the ancient Phoenicians had on the Mediterranean world regarding colonization, exploration, maritime commerce, and written communication. |

SS.6.W.3.2: Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.3.AP.2: | Identify the democratic concepts developed in ancient Greece. |

SS.6.W.3.3: Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots).

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.3.AP.3: | Identify the characteristics of life in Athens and Sparta. |

SS.6.W.3.4: Explain the causes and effects of the Persian and Peloponnesian Wars.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.3.AP.4: | Identify the causes and effects of the Persian and Peloponnesian Wars. |

SS.6.W.3.5: Summarize the important achievements and contributions of ancient Greek civilization.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.3.AP.5: | Identify the important achievements and contributions of ancient Greek civilization. |

SS.6.W.3.6: Determine the impact of key figures from ancient Greece.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.3.AP.6: | Identify the impact of key figures from ancient Greece. |

SS.6.W.3.7: Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.3.AP.7: | Identify the key achievements, contributions, and figures associated with the Hellenistic Period. |

SS.6.W.3.8: Determine the impact of significant figures associated with ancient Rome.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.3.AP.8: | Identify the impact of significant figures associated with ancient Rome. |

SS.6.W.3.9: Explain the impact of the Punic Wars on the development of the Roman Empire.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.3.AP.9: | Identify the impact of the Punic Wars on the development of the Roman Empire. |

SS.6.W.3.10: Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.3.AP.10: | Identify the type of government found in the Roman Republic and its contribution to the development of democratic principles. |

SS.6.W.3.11: Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.3.AP.11: | Identify changes in the characteristics of life in Rome as it transitioned from republic to Imperial Rome. |

SS.6.W.3.12: Explain the causes for the growth and longevity of the Roman Empire.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.3.AP.12: | Explain the causes for the growth and longevity of the Roman Empire. |

SS.6.W.3.13: Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.3.AP.13: | Identify key figures and the basic beliefs of early Christianity, and how these beliefs impacted the Roman Empire. |

SS.6.W.3.14: Describe the key achievements and contributions of Roman civilization.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.3.AP.14: | Identify the key achievements and contributions of Roman civilization. |

SS.6.W.3.15: Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.3.AP.15: | Identify the reasons for the gradual decline of the Western Roman Empire after the Pax Romana. |

SS.6.W.3.16: Compare life in the Roman Republic for patricians, plebeians, women, children, and slaves.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.3.AP.16: | Identify the aspects of society in the Roman Republic for patricians, plebeians, women, children, and the enslaved and indentured. |

SS.6.W.3.17: Explain the spread and influence of the Latin language on Western Civilization.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.3.AP.17: | Identify how the spread and influence of the Latin language impacted Western Civilization. |

SS.6.W.3.18: Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.3.AP.18: | Identify factors in the rise and fall of the ancient east African kingdoms, including Kush, Axum, and Ethiopia. |

SS.6.W.4.1: Discuss the significance of Aryan and other tribal migrations on Indian civilization.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.4.AP.1: | Identify the significance of Aryan and other tribal migrations on Indian civilization. |

SS.6.W.4.2: Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.4.AP.2: | Identify the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India. |

SS.6.W.4.3: Recognize the political and cultural achievements of the Mauryan and Gupta empires.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.4.AP.3: | Identify the political and cultural achievements of the Mauryan and Gupta empires. |

SS.6.W.4.4: Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.4.AP.4: | Identify the teachings of Buddha and trace how Buddhism spread in India, Ceylon, and other parts of Asia. |

SS.6.W.4.5: Summarize the important achievements and contributions of ancient Indian civilization.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.4.AP.5: | Identify the important achievements and contributions of ancient Indian civilization, in written language, science, and/or mathematics. |

SS.6.W.4.6: Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.4.AP.6: | Identify the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties. |

SS.6.W.4.7: Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.4.AP.7: | Identify the basic teachings of Laozi, Confucius, and Han Fei Zi. |

SS.6.W.4.8: Describe the contributions of classical and post classical China.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.4.AP.8: | Identify the contributions of classical and post classical China. |

SS.6.W.4.9: Identify key figures from classical and post classical China.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.4.AP.9: | Identify key figures from classical and post classical China. |

SS.6.W.4.10: Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.4.AP.10: | Identify the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas. |

SS.6.W.4.11: Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.4.AP.11: | Identify the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan. |

SS.6.W.4.12: Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.4.AP.12: | Identify the objectives and outcomes of Chinese isolationism in the 15th century. |

**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.

MA.K12.MTR.1.1:

**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.

**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.

MA.K12.MTR.2.1:

- 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.

**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.

MA.K12.MTR.3.1:

- 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.

**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.

MA.K12.MTR.4.1:

- 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.

**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.

MA.K12.MTR.5.1:

- 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.

**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.

MA.K12.MTR.6.1:

- 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.

**Apply mathematics to real-world contexts.**
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.

| | |
|---|---|
| MA.K12.MTR.7.1: | • Use models and methods to understand, represent and solve problems.<br>• Perform investigations to gather data or determine if a method is appropriate.<br>• Redesign models and methods to improve accuracy or efficiency.<br>**Clarifications:**<br>Teachers who encourage students to apply mathematics to real-world contexts:<br>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.<br>• Challenge students to question the accuracy of their models and methods.<br>• Support students as they validate conclusions by comparing them to the given situation.<br>• Indicate how various concepts can be applied to other disciplines. |
| ELA.K12.EE.1.1: | Cite evidence to explain and justify reasoning.<br>**Clarifications:**<br>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.<br>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.<br>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.<br>6-8 Students continue with previous skills and use a style guide to create a proper citation.<br>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.<br>**Clarifications:**<br>See Text Complexity for grade-level complexity bands and a text complexity rubric. |
| ELA.K12.EE.3.1: | Make inferences to support comprehension.<br>**Clarifications:**<br>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.<br>**Clarifications:**<br>In kindergarten, students learn to listen to one another respectfully.<br>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.<br>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.<br>**Clarifications:**<br>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.<br>**Clarifications:**<br>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. |

# General Course Information and Notes

## 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

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:

- (2)(a)4 The elements of civil government of students

**Career and Education Planning -** Per section 1003.4156, Florida Statutes, students in grades 6–8 must complete a Career and Education Planning course, taught by any instructional staff. The course must be Internet-based, customizable for each student, and include research-based assessments to help students explore education and career options. It must result in a personalized academic and career plan using Florida's online career planning system, when available. Students must learn how to access, update, and are encouraged to revise their plan annually through middle and high school. The plan must emphasize entrepreneurship, employability skills, and include information from the Department of Commerce's economic security report and other state resources. It must also cover high school graduation requirements, diploma designations, career and technical education pathways, Bright Futures scholarships, college admission requirements, opportunities for earning college credit (e.g., AP, IB, AICE, dual enrollment), work-based learning (e.g., internships, apprenticeships), and career education courses leading to industry certification. The course may be taught as a stand-alone or integrated into other courses.

For additional information on the Middle School Career and Education Planning courses, visit: College & Career Planning

## General Information

**Course Number:** 7821024

**Course Path: Section:** Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Academics - Subject Areas >

**Abbreviated Title:** ACCESS M/J WLDHIS&CP

**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

## 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) |
| 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) |
| 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) |
| 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) |
| 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) |

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| Elementary Education (Elementary Grades 1-6) Plus Mentally 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 Emotionally Handicapped (Elementary and Secondary Grades K-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 (Elementary Grades 1-6) |
| 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) |
| 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) |
| 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) |
| 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 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) |

## Course Standards

| Name | Description |
|---|---|
| SS.68.AA.1.1: | Identify Afro-Eurasian trade routes and methods prior to the development of the Atlantic slave trade.<br>**Clarifications:**<br>*Clarification 1:* Instruction includes how slavery was utilized in Asian, European, and African cultures.<br>*Clarification 2:* Instruction includes the similarities and differences between serfdom and slavery.<br>*Clarification 3:* Instruction includes the use of maps to identify trade routes.<br>**Related Access Points**<br>Name: SS.68.AA.1.AP.1: Description: Recognize trade routes between Africa, Europe and Asia before the Atlantic slave trade started. |
| SS.68.AA.1.2: | Describe the contact of European explorers with systematic slave trading in Africa.<br>**Related Access Points**<br>Name: SS.68.AA.1.AP.2: Description: Recognize how European explorers were connected to the slave trade in Africa. |
| SS.68.AA.1.3: | Examine the evolution of the labor force in the use of indentured servitude contracts.<br>**Clarifications:**<br>*Clarification 1:* Instruction includes the comparative treatment of indentured servants of European and African extraction.<br>*Clarification 2:* Instruction includes the transition from an indentured to a slave-based economy.<br>**Related Access Points**<br>Name: SS.68.AA.1.AP.3: Description: Recognize how the labor force has changed over time for indentured servants. |
| SS.68.AA.1.4: | Describe the history and evolution of slave codes.<br>**Clarifications:**<br>*Clarification 1:* Instruction includes judicial and legislative actions concerning slavery.<br>**Related Access Points**<br>Name: SS.68.AA.1.AP.4: Description: Recognize the history and changes of slave codes. |
| SS.68.AA.1.5: | Analyze slave revolts that happened in early colonial America and how political leaders reacted (e.g., 1712 revolt in New York City, Stono Rebellion [1739]).<br>**Related Access Points**<br>Name: SS.68.AA.1.AP.5: Description: Recognize how enslaved people resisted slavery and how leaders reacted in early colonial America (e.g., 1712 revolt in New York City, Stono Rebellion [1739]). |
| SS.68.AA.1.6: | Examine the service and sacrifice of African patriots during the Revolutionary Era (e.g., Crispus Attucks, Peter Salem, James Armistead Lafayette, 1st Rhode Island Regiment).<br>**Related Access Points**<br>Name: SS.68.AA.1.AP.6: Description: Recognize the service and sacrifice of an African American patriot during the Revolutionary Era (e.g., Crispus Attucks, Peter Salem, James Armistead Lafayette, 1st Rhode Island Regiment). |
| SS.68.AA.2.1: | Explain early congressional actions regarding the institution of slavery (i.e., Northwest Ordinance of 1787, Three-Fifths Compromise, Act Prohibiting Importation of Slaves of 1808).<br>**Related Access Points**<br>Name Description |

| | |
|---|---|
| | SS.68.AA.2.AP.1: Recognize the congressional actions regarding slavery (i.e., Northwest Ordinance of 1787, Three-Fifths Compromise, Act Prohibiting Importation of Slaves of 1808). |
| SS.68.AA.2.2: | Explain the effect of the cotton industry on the expansion of slavery due to Eli Whitney's Cotton Gin.<br>**Clarifications:**<br>*Clarification 1:* Instruction includes the use of a map to show westward expansion. |

**Related Access Points**

| Name | Description |
|---|---|
| SS.68.AA.2.AP.2: | Recognize that Eli Whitney's Cotton Gin expanded slavery. |

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|---|---|
| SS.68.AA.2.4: | Examine the Underground Railroad and its importance to those seeking freedom.<br>**Clarifications:**<br>*Clarification 1:* Instruction includes how collaboration of free blacks, whites, churches, and organizations assisted in the Underground Railroad (e.g., Harriet Tubman, William Lambert, Levi Coffin, William Still).<br>*Clarification 2:* Instruction includes the use of "spirituals" and symbols as a form of communication, coordination, coding, and expression. |

**Related Access Points**

| Name | Description |
|---|---|
| SS.68.AA.2.AP.4: | Recognize the importance of the Underground Railroad for those seeking freedom. |

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|---|---|
| SS.68.AA.2.5: | Identify political figures who strove to abolish the institution of slavery (e.g., Thaddeus Stevens, Abraham Lincoln, Zachariah Chandler). |

**Related Access Points**

| Name | Description |
|---|---|
| SS.68.AA.2.AP.5: | Identify a political figure who strove to abolish the institution of slavery (e.g., Thaddeus Stevens, Abraham Lincoln, Zachariah Chandler). |

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|---|---|
| SS.68.AA.2.6: | Evaluate various abolitionist movements that continuously pushed to end slavery.<br>**Clarifications:**<br>*Clarification 1:* Instruction includes the Society of Friends (Quakers) and their efforts to end slavery throughout the United States.<br>*Clarification 2:* Instruction includes writings by Africans living in the United States and their effect on the abolitionist movement (e.g., Sojourner Truth, Frederick Douglass, William Wells Brown, David Walker, Martin Delaney). |

**Related Access Points**

| Name | Description |
|---|---|
| SS.68.AA.2.AP.6: | Identify one or more abolitionist movements and their efforts to end slavery. |

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|---|---|
| SS.68.AA.2.7: | Examine how the status of slaves, those who had escaped slavery and free blacks affected their contributions to the Civil War effort. |

**Related Access Points**

| Name | Description |
|---|---|
| SS.68.AA.2.AP.7: | Recognize that slaves, those who escaped slavery, and free blacks contributed to the Civil War. |

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|---|---|
| SS.68.AA.2.8: | Describe significant contributions made by key figures during Reconstruction (e.g., President Ulysses S. Grant, Secretary of War Edwin Stanton, Frederick Douglass, Lyman Trumbull). |

**Related Access Points**

| Name | Description |
|---|---|
| SS.68.AA.2.AP.8: | Identify a contribution made by a key figure during Reconstruction (e.g., President Ulysses S. Grant, Secretary of War Edwin Stanton, Frederick Douglass, Lyman Trumbull). |

| | |
|---|---|
| SS.8.A.1.1: | Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments. |

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.1.AP.1: | Use the FINDS research process model to identify strong vs weak arguments, or validity of information. |

| | |
|---|---|
| SS.8.A.1.2: | Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect. |

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.1.AP.2: | Use charts, graphs, maps, photographs and timelines; identify symbolism in political cartoons; and identify cause and effect. |

| | |
|---|---|
| SS.8.A.1.3: | Analyze current events relevant to American History topics through a variety of electronic and print media resources. |

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.1.AP.3: | Identify current events relevant to American History topics through a variety of electronic and print media resources. |

SS.8.A.1.4: Differentiate fact from opinion by utilizing appropriate historical research, including fiction and nonfiction support materials.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.1.AP.4: | Identify fact versus opinion. |

SS.8.A.1.5: Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.1.AP.5: | Identify within primary or secondary sources, the author, audience, format, and purpose of significant historical documents. |

SS.8.A.1.6: Compare interpretations of key events and issues throughout American History.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.1.AP.6: | Identify interpretations of key events and issues throughout American history. |

SS.8.A.1.7: View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.1.AP.7: | View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts. |

SS.8.A.2.1: Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.2.AP.1: | Identify the ways that competition between the British, French, Spanish, and Dutch shaped early colonial North America. |

SS.8.A.2.2: Compare the characteristics of the New England, Middle, and Southern colonies.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.2.AP.2: | Identify key characteristics of the New England, Middle, and Southern colonies. |

SS.8.A.2.3: Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.2.AP.3: | Identify the economic systems of the New England, Middle, and Southern colonies. |

SS.8.A.2.4: Identify the impact of key colonial figures on the economic, political, and social development of the colonies.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.2.AP.4: | Identify the impact of key colonial figures on the economic, political, and social development of the colonies. |

SS.8.A.2.5: Discuss the impact of colonial settlement on Native American populations.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.2.AP.5: | Identify the impact of colonial settlement on Native American populations. |

SS.8.A.2.6: Examine the causes, course, and consequences of the French and Indian War.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.2.AP.6: | Identify key causes, events, and consequences of the French and Indian War. |

SS.8.A.2.7: Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.

**Related Access Points**

| Name | Description |
|---|---|

| | |
|---|---|
| SS.8.A.2.AP.7: | Identify the contributions of a key group (Africans, Native Americans, women, and children) to the society and culture of colonial America. |

SS.8.A.3.1: Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.3.AP.1: | Identify the consequences of the French and Indian War in British policies for the American colonies from 1763 – 1774. |

SS.8.A.3.2: Explain American colonial reaction to British policy from 1763 - 1774.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.3.AP.2: | Identify American colonial reactions to British policy from 1763 – 1774. |

SS.8.A.3.3: Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.3.AP.3: | Identify the contributions of the Founding Fathers during American Revolutionary efforts. |

SS.8.A.3.4: Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.3.AP.4: | Identify the contributions of various groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war. |

SS.8.A.3.5: Describe the influence of individuals on social and political developments during the Revolutionary era.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.3.AP.5: | Identify the influence of individuals on social and political developments during the Revolutionary Era. |

SS.8.A.3.6: Examine the causes, course, and consequences of the American Revolution.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.3.AP.6: | Identify the causes, events, and consequences of the American Revolution. |

SS.8.A.3.7: Examine the structure, content, and consequences of the Declaration of Independence.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.3.AP.7: | Identify the structure, content, and consequences of the Declaration of Independence. |

SS.8.A.3.8: Examine individuals and groups that affected political and social motivations during the American Revolution.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.3.AP.8: | Identify individuals and groups that affected political and social motivations during the American Revolution. |

SS.8.A.3.9: Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.3.AP.9: | Identify the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention. |

SS.8.A.3.10: Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.3.AP.10: | Identify the events, compromises, and consequences of the Constitutional Convention. |

SS.8.A.3.11: Analyze support and opposition (Federalists, Federalist Papers, Anti-Federalists, Bill of Rights) to ratification of the U.S. Constitution.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.3.AP.11: | Identify the beliefs of the Federalists and Anti-Federalists. |

SS.8.A.3.12: Examine the influences of George Washington's presidency in the formation of the new nation.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.3.AP.12: | Identify the influences of George Washington's presidency in the formation of the new nation. |

SS.8.A.3.13: Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.3.AP.13: | Identify major domestic and international economic, military, political, and socio-cultural events of John Adams' presidency. |

SS.8.A.3.14: Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.3.AP.14: | Identify major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency. |

SS.8.A.3.15: Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.3.AP.15: | Identify the viewpoints of historically under-represented groups during the time period of 1763-1815. |

SS.8.A.3.16: Examine key events in Florida history as each impacts this era of American history.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.3.AP.16: | Identify key events in Florida history as each impacts this era of American history. |

SS.8.A.4.1: Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.4.AP.1: | Identify the causes, events, and consequences of United States westward expansion. |

SS.8.A.4.2: Describe the debate surrounding the spread of slavery into western territories and Florida.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.4.AP.2: | Identify the debate, legislation, and events surrounding the spread of slavery into western territories and Florida. |

SS.8.A.4.3: Examine the experiences and perspectives of significant individuals and groups during this era of American History.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.4.AP.3: | Identify the experiences and perspectives of significant individuals and groups during this era of American History. |

SS.8.A.4.4: Discuss the impact of westward expansion on cultural practices and migration patterns of Native Americans, African slave populations, and other minority groups.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.4.AP.4: | Identify the impacts of westward expansion on cultural practices and migration patterns of Native American and African slave populations. |

SS.8.A.4.5: Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.

**Related Access Points**

| Name | Description |
|---|---|

| | |
|---|---|
| | SS.8.A.4.AP.5: Identify the causes, events, and consequences of the 19th century transportation revolution on the growth of the nation's economy. |

SS.8.A.4.6: Identify technological improvements (inventions/inventors) that contributed to industrial growth.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.4.AP.6: | Identify the inventions and inventors that contributed to industrial growth. |

SS.8.A.4.7: Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.4.AP.7: | Identify the causes, events, and consequences of New England's textile industry on children, women, and industrial growth. |

SS.8.A.4.8: Describe the influence of individuals on social and political developments of this era in American History.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.4.AP.8: | Identify the influence of individuals on social and political developments of this era in American History. |

SS.8.A.4.9: Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.4.AP.9: | Identify the causes, events, and consequences of the Second Great Awakening on social reform movements. |

SS.8.A.4.10: Analyze the impact of technological advancements on the agricultural economy and slave labor.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.4.AP.10: | Identify the impact of technological advancements on the agricultural economy and slave labor. |

SS.8.A.4.11: Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.4.AP.11: | Identify the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system. |

SS.8.A.4.12: Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.4.AP.12: | Identify the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory. |

SS.8.A.4.13: Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.4.AP.13: | Identify the consequences of early landmark Supreme Court decisions, including but not limited to, McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]. |

SS.8.A.4.14: Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.4.AP.14: | Identify the causes, events, and consequences of the women's suffrage movement. |

SS.8.A.4.15: Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.4.AP.15: | Identify the causes, events, and consequences of the Transcendentalism movement. |

SS.8.A.4.16: Identify key ideas and influences of Jacksonian democracy.

**Related Access Points**

| Name | Description |
|---|---|

| | |
|---|---|
| SS.8.A.4.AP.16: | Identify key ideas and influences of Jacksonian democracy. |

SS.8.A.4.17: Examine key events and peoples in Florida history as each impacts this era of American history.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.4.AP.17: | Identify the impact of key events and peoples in Florida during this era of American history. |

SS.8.A.4.18: Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.4.AP.18: | Identify the experiences, perspectives, and contributions of key groups in Florida during the Territorial Period. |

SS.8.A.5.1: Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.5.AP.1: | Identify the causes, events, and consequences of the Civil War. |

SS.8.A.5.2: Analyze the role of slavery in the development of sectional conflict.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.5.AP.2: | Identify the role of slavery in the development of sectional conflict. |

SS.8.A.5.3: Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.5.AP.3: | Identify major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency. |

SS.8.A.5.4: Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.5.AP.4: | Identify the division of the United States at the outbreak of the Civil War. |

SS.8.A.5.5: Compare Union and Confederate strengths and weaknesses.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.5.AP.5: | Identify the strengths and weaknesses of the Confederate and Union States. |

SS.8.A.5.6: Compare significant Civil War battles and events and their effects on civilian populations.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.5.AP.6: | Identify significant Civil War battles and events and their effects on civilian populations. |

SS.8.A.5.7: Examine key events and peoples in Florida history as each impacts this era of American history.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.5.AP.7: | Identify key events and peoples in Florida history during the Civil War era. |

SS.8.A.5.8: Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.5.AP.8: | Identify the policies, practices, and consequences of Reconstruction. |

SS.8.CG.1.1: Compare the views of Patriots, Loyalists, and other colonists on limits of government authority, inalienable rights, and resistance to tyranny.

**Clarifications:**
*Clarification 1:* Students will describe colonial forms of government prior to the American Revolution.

*Clarification 2:* Students will evaluate the Loyalists' and Patriots' arguments for remaining loyal to the British Crown or seeking independence from Britain.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.CG.1.AP.1: | Identify the views of Patriots, Loyalists and other colonists on limits of government authority, inalienable rights and resistance to tyranny. |

SS.8.CG.1.2:

Compare and contrast the 1838 Florida Constitution and 1868 Florida Constitution.

**Clarifications:**
*Clarification 1:* Students will explain how the 1868 Florida Constitution conformed with the Reconstruction Era amendments to the U.S. Constitution (e.g., citizenship, equal protection, suffrage).

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.CG.1.AP.2: | Identify the similarities and differences between the 1838 Florida Constitution and 1868 Florida Constitution. |

SS.8.CG.1.3:

Explain the importance of the rule of law in the United States' constitutional republic.

**Clarifications:**
*Clarification 1:* Students will discuss the impact of the rule of law on U.S. citizens and government.

*Clarification 2:* Students will recognize how the rule of law influences a society.

*Clarification 3:* Students will identify how the rule of law protects citizens from arbitrary and abusive government.

*Clarification 4:* Students will evaluate the impact of the rule of law on governmental officials and institutions (e.g., accountability to the law, fair procedures, decisions based on the law, consistent application and enforcement of the law, transparency of institutions).

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.CG.1.AP.3: | Identify the importance of the rule of law in the United States' constitutional republic. |

SS.8.CG.2.1:

Identify the constitutional provisions for establishing citizenship.

**Clarifications:**
*Clarification 1:* Students will explain how the 14th Amendment establishes citizenship.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.CG.2.AP.1: | Identify the constitutional provisions for establishing citizenship. |

SS.8.CG.2.2:

Compare the legal obligations of citizens at the local, state, and national levels.

**Clarifications:**
*Clarification 1:* Students will recognize legal obligations of citizens (e.g., obeying the law, paying taxes, serving on a jury when summoned, registering with the Selective Service).

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.CG.2.AP.2: | Identify the responsibilities of citizens at the local, state and national levels. |

SS.8.CG.2.3:

Analyze the role of civic virtue in the lives of citizens and leaders from the Colonial period through Reconstruction.

**Clarifications:**
*Clarification 1:* Students will understand how the idea of civic virtue changes in response to the attitudes of citizens and leaders over time.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.CG.2.AP.3: | Identify the rule of civic virtue in the lives of citizens and leaders from the Colonial Period through Reconstruction. |

SS.8.CG.2.4:

Explain how forms of civic and political participation changed from the Colonial period through Reconstruction.

**Clarifications:**
*Clarification 1:* Students will describe significant acts of civic and political participation from the Colonial period through Reconstruction.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.CG.2.AP.4: | Identify how forms of civic and political participation changed from the Colonial Period through Reconstruction. |

Analyze how the Bill of Rights guarantees civil rights and liberties to citizens.

SS.8.CG.2.5:

**Clarifications:**
*Clarification 1:* Students will explain the meaning and purpose of each amendment in the Bill of Rights. *Clarification 2:* Students will describe how the Bill of Rights affects citizens and government.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.CG.2.AP.5: | Identify how the Bill of Rights guarantees civil rights and liberties to citizens. |

SS.8.CG.2.6:

Evaluate how amendments to the U.S. Constitution expanded opportunities for civic participation through Reconstruction.

**Clarifications:**
*Clarification 1:* Students will identify constitutional amendments that address voting rights.

*Clarification 2:* Students will describe how specific constitutional amendments expanded access to the political process for various groups over time.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.CG.2.AP.6: | Identify examples of how amendments to the U.S. Constitution expanded opportunities for civic participation through Reconstruction. |

SS.8.CG.3.1:

Trace the foundational ideals and principles related to the U.S. government expressed in primary sources from the colonial period to Reconstruction.

**Clarifications:**
*Clarification 1:* Students will identify foundational ideals and principles related to the U.S. government expressed in primary sources (e.g., the Mayflower Compact (1620); Common Sense (1776); the Declaration of Independence (1776); the U.S. Constitution (1789); the Declaration of Rights and Sentiments (1848); the Gettysburg Address (1863); Lincoln's Second Inaugural Address (1865)).

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.CG.3.AP.1: | Identify the foundational ideals and principles related to the U.S. government expressed in primary sources from the colonial period to Reconstruction. |

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.<br>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.<br>**Clarifications:**<br>See Text Complexity for grade-level complexity bands and a text complexity rubric. |
| ELA.K12.EE.3.1: | Make inferences to support comprehension.<br>**Clarifications:**<br>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.<br>**Clarifications:**<br>In kindergarten, students learn to listen to one another respectfully.<br>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.<br>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.<br>**Clarifications:**<br>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.<br>**Clarifications:**<br>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. |

# General Course Information and Notes

## 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 meets the required instruction related to:

- Declaration of Independence 1003.42(2)(a)
- United States Constitution 1003.42(2)(b)
- Republican form of Government 1003.42(2)(c)
- History of the United States 1003.42(2)(f)
- African American History 1003.42(2)(h)

The primary content emphasis for this course pertains to the study of American history from the exploration and colonization eras to the Reconstruction period following the Civil War. Students will be exposed to the historical, geographic, political, economic and sociological events which influenced the development of the United State and resulting impact on world history.

## General Information

**Course Number:** 7821025

**Course Path: Section:** Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Academics - Subject Areas >

**Abbreviated Title:** ACCESS M/J US HIST

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course Approved

## Educator Certifications

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|---|
| 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 (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) |
| 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) |
| Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Social Science (Grades 6-12) |

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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 History (Grades 6-12) |

# Access M/J United States History and Career Planning (#7821026) 2026 - And Beyond (current)

## Course Standards

| Name | Description |
|---|---|
| SS.8.A.1.1: | Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments. |

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.1.AP.1: | Use the FINDS research process model to identify strong vs weak arguments, or validity of information. |

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|---|---|
| SS.8.A.1.2: | Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect. |

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.1.AP.2: | Use charts, graphs, maps, photographs and timelines; identify symbolism in political cartoons; and identify cause and effect. |

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|---|---|
| SS.8.A.1.3: | Analyze current events relevant to American History topics through a variety of electronic and print media resources. |

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.1.AP.3: | Identify current events relevant to American History topics through a variety of electronic and print media resources. |

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|---|---|
| SS.8.A.1.4: | Differentiate fact from opinion by utilizing appropriate historical research, including fiction and nonfiction support materials. |

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.1.AP.4: | Identify fact versus opinion. |

| | |
|---|---|
| SS.8.A.1.5: | Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents. |

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.1.AP.5: | Identify within primary or secondary sources, the author, audience, format, and purpose of significant historical documents. |

| | |
|---|---|
| SS.8.A.1.6: | Compare interpretations of key events and issues throughout American History. |

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.1.AP.6: | Identify interpretations of key events and issues throughout American history. |

| | |
|---|---|
| SS.8.A.1.7: | View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts. |

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.1.AP.7: | View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts. |

| | |
|---|---|
| SS.8.A.2.1: | Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America. |

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.2.AP.1: | Identify the ways that competition between the British, French, Spanish, and Dutch shaped early colonial North America. |

| | |
|---|---|
| SS.8.A.2.2: | Compare the characteristics of the New England, Middle, and Southern colonies. |

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.2.AP.2: | Identify key characteristics of the New England, Middle, and Southern colonies. |

| | |
|---|---|
| SS.8.A.2.3: | Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources. |

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.2.AP.3: | Identify the economic systems of the New England, Middle, and Southern colonies. |

SS.8.A.2.4: Identify the impact of key colonial figures on the economic, political, and social development of the colonies.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.2.AP.4: | Identify the impact of key colonial figures on the economic, political, and social development of the colonies. |

SS.8.A.2.5: Discuss the impact of colonial settlement on Native American populations.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.2.AP.5: | Identify the impact of colonial settlement on Native American populations. |

SS.8.A.2.6: Examine the causes, course, and consequences of the French and Indian War.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.2.AP.6: | Identify key causes, events, and consequences of the French and Indian War. |

SS.8.A.2.7: Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.2.AP.7: | Identify the contributions of a key group (Africans, Native Americans, women, and children) to the society and culture of colonial America. |

SS.8.A.3.1: Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.3.AP.1: | Identify the consequences of the French and Indian War in British policies for the American colonies from 1763 – 1774. |

SS.8.A.3.2: Explain American colonial reaction to British policy from 1763 - 1774.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.3.AP.2: | Identify American colonial reactions to British policy from 1763 – 1774. |

SS.8.A.3.3: Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.3.AP.3: | Identify the contributions of the Founding Fathers during American Revolutionary efforts. |

SS.8.A.3.4: Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.3.AP.4: | Identify the contributions of various groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war. |

SS.8.A.3.5: Describe the influence of individuals on social and political developments during the Revolutionary era.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.3.AP.5: | Identify the influence of individuals on social and political developments during the Revolutionary Era. |

SS.8.A.3.6: Examine the causes, course, and consequences of the American Revolution.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.3.AP.6: | Identify the causes, events, and consequences of the American Revolution. |

SS.8.A.3.7: Examine the structure, content, and consequences of the Declaration of Independence.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.3.AP.7: | Identify the structure, content, and consequences of the Declaration of Independence. |

SS.8.A.3.8: Examine individuals and groups that affected political and social motivations during the American Revolution.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.3.AP.8: | Identify individuals and groups that affected political and social motivations during the American Revolution. |

SS.8.A.3.9: Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.3.AP.9: | Identify the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention. |

SS.8.A.3.10: Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.3.AP.10: | Identify the events, compromises, and consequences of the Constitutional Convention. |

SS.8.A.3.11: Analyze support and opposition (Federalists, Federalist Papers, Anti-Federalists, Bill of Rights) to ratification of the U.S. Constitution.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.3.AP.11: | Identify the beliefs of the Federalists and Anti-Federalists. |

SS.8.A.3.12: Examine the influences of George Washington's presidency in the formation of the new nation.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.3.AP.12: | Identify the influences of George Washington's presidency in the formation of the new nation. |

SS.8.A.3.13: Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.3.AP.13: | Identify major domestic and international economic, military, political, and socio-cultural events of John Adams' presidency. |

SS.8.A.3.14: Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.3.AP.14: | Identify major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency. |

SS.8.A.3.15: Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.3.AP.15: | Identify the viewpoints of historically under-represented groups during the time period of 1763-1815. |

SS.8.A.3.16: Examine key events in Florida history as each impacts this era of American history.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.3.AP.16: | Identify key events in Florida history as each impacts this era of American history. |

SS.8.A.4.1: Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).

**Related Access Points**

| Name | Description |
|---|---|

| | |
|---|---|
| SS.8.A.4.AP.1: | Identify the causes, events, and consequences of United States westward expansion. |

SS.8.A.4.2: Describe the debate surrounding the spread of slavery into western territories and Florida.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.4.AP.2: | Identify the debate, legislation, and events surrounding the spread of slavery into western territories and Florida. |

SS.8.A.4.3: Examine the experiences and perspectives of significant individuals and groups during this era of American History.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.4.AP.3: | Identify the experiences and perspectives of significant individuals and groups during this era of American History. |

SS.8.A.4.4: Discuss the impact of westward expansion on cultural practices and migration patterns of Native Americans, African slave populations, and other minority groups.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.4.AP.4: | Identify the impacts of westward expansion on cultural practices and migration patterns of Native American and African slave populations. |

SS.8.A.4.5: Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.4.AP.5: | Identify the causes, events, and consequences of the 19th century transportation revolution on the growth of the nation's economy. |

SS.8.A.4.6: Identify technological improvements (inventions/inventors) that contributed to industrial growth.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.4.AP.6: | Identify the inventions and inventors that contributed to industrial growth. |

SS.8.A.4.7: Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.4.AP.7: | Identify the causes, events, and consequences of New England's textile industry on children, women, and industrial growth. |

SS.8.A.4.8: Describe the influence of individuals on social and political developments of this era in American History.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.4.AP.8: | Identify the influence of individuals on social and political developments of this era in American History. |

SS.8.A.4.9: Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.4.AP.9: | Identify the causes, events, and consequences of the Second Great Awakening on social reform movements. |

SS.8.A.4.10: Analyze the impact of technological advancements on the agricultural economy and slave labor.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.4.AP.10: | Identify the impact of technological advancements on the agricultural economy and slave labor. |

SS.8.A.4.11: Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.4.AP.11: | Identify the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system. |

SS.8.A.4.12: Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.

**Related Access Points**

| Name | Description |
|---|---|

| | |
|---|---|
| SS.8.A.4.AP.12: | Identify the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory. |

SS.8.A.4.13: Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.4.AP.13: | Identify the consequences of early landmark Supreme Court decisions, including but not limited to, McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]. |

SS.8.A.4.14: Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.4.AP.14: | Identify the causes, events, and consequences of the women's suffrage movement. |

SS.8.A.4.15: Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.4.AP.15: | Identify the causes, events, and consequences of the Transcendentalism movement. |

SS.8.A.4.16: Identify key ideas and influences of Jacksonian democracy.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.4.AP.16: | Identify key ideas and influences of Jacksonian democracy. |

SS.8.A.4.17: Examine key events and peoples in Florida history as each impacts this era of American history.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.4.AP.17: | Identify the impact of key events and peoples in Florida during this era of American history. |

SS.8.A.4.18: Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.4.AP.18: | Identify the experiences, perspectives, and contributions of key groups in Florida during the Territorial Period. |

SS.8.A.5.1: Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.5.AP.1: | Identify the causes, events, and consequences of the Civil War. |

SS.8.A.5.2: Analyze the role of slavery in the development of sectional conflict.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.5.AP.2: | Identify the role of slavery in the development of sectional conflict. |

SS.8.A.5.3: Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.5.AP.3: | Identify major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency. |

SS.8.A.5.4: Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.5.AP.4: | Identify the division of the United States at the outbreak of the Civil War. |

SS.8.A.5.5: Compare Union and Confederate strengths and weaknesses.

**Related Access Points**

| Name | Description |
|---|---|

| | |
|---|---|
| SS.8.A.5.AP.5: | Identify the strengths and weaknesses of the Confederate and Union States. |

SS.8.A.5.6: Compare significant Civil War battles and events and their effects on civilian populations.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.5.AP.6: | Identify significant Civil War battles and events and their effects on civilian populations. |

SS.8.A.5.7: Examine key events and peoples in Florida history as each impacts this era of American history.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.5.AP.7: | Identify key events and peoples in Florida history during the Civil War era. |

SS.8.A.5.8: Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.5.AP.8: | Identify the policies, practices, and consequences of Reconstruction. |

SS.8.CG.1.1: Compare the views of Patriots, Loyalists, and other colonists on limits of government authority, inalienable rights, and resistance to tyranny.

**Clarifications:**
*Clarification 1:* Students will describe colonial forms of government prior to the American Revolution.

*Clarification 2:* Students will evaluate the Loyalists' and Patriots' arguments for remaining loyal to the British Crown or seeking independence from Britain.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.CG.1.AP.1: | Identify the views of Patriots, Loyalists and other colonists on limits of government authority, inalienable rights and resistance to tyranny. |

SS.8.CG.1.2: Compare and contrast the 1838 Florida Constitution and 1868 Florida Constitution.

**Clarifications:**
*Clarification 1:* Students will explain how the 1868 Florida Constitution conformed with the Reconstruction Era amendments to the U.S. Constitution (e.g., citizenship, equal protection, suffrage).

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.CG.1.AP.2: | Identify the similarities and differences between the 1838 Florida Constitution and 1868 Florida Constitution. |

SS.8.CG.1.3: Explain the importance of the rule of law in the United States' constitutional republic.

**Clarifications:**
*Clarification 1:* Students will discuss the impact of the rule of law on U.S. citizens and government.

*Clarification 2:* Students will recognize how the rule of law influences a society.

*Clarification 3:* Students will identify how the rule of law protects citizens from arbitrary and abusive government.

*Clarification 4:* Students will evaluate the impact of the rule of law on governmental officials and institutions (e.g., accountability to the law, fair procedures, decisions based on the law, consistent application and enforcement of the law, transparency of institutions).

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.CG.1.AP.3: | Identify the importance of the rule of law in the United States' constitutional republic. |

SS.8.CG.2.1: Identify the constitutional provisions for establishing citizenship.

**Clarifications:**
*Clarification 1:* Students will explain how the 14th Amendment establishes citizenship.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.CG.2.AP.1: | Identify the constitutional provisions for establishing citizenship. |

Compare the legal obligations of citizens at the local, state, and national levels.

SS.8.CG.2.2:

**Clarifications:**
*Clarification 1:* Students will recognize legal obligations of citizens (e.g., obeying the law, paying taxes, serving on a jury when summoned, registering with the Selective Service).

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.CG.2.AP.2: | Identify the responsibilities of citizens at the local, state and national levels. |

SS.8.CG.2.3:

Analyze the role of civic virtue in the lives of citizens and leaders from the Colonial period through Reconstruction.

**Clarifications:**
*Clarification 1:* Students will understand how the idea of civic virtue changes in response to the attitudes of citizens and leaders over time.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.CG.2.AP.3: | Identify the rule of civic virtue in the lives of citizens and leaders from the Colonial Period through Reconstruction. |

SS.8.CG.2.4:

Explain how forms of civic and political participation changed from the Colonial period through Reconstruction.

**Clarifications:**
*Clarification 1:* Students will describe significant acts of civic and political participation from the Colonial period through Reconstruction.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.CG.2.AP.4: | Identify how forms of civic and political participation changed from the Colonial Period through Reconstruction. |

SS.8.CG.2.5:

Analyze how the Bill of Rights guarantees civil rights and liberties to citizens.

**Clarifications:**
*Clarification 1:* Students will explain the meaning and purpose of each amendment in the Bill of Rights. *Clarification 2:* Students will describe how the Bill of Rights affects citizens and government.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.CG.2.AP.5: | Identify how the Bill of Rights guarantees civil rights and liberties to citizens. |

SS.8.CG.2.6:

Evaluate how amendments to the U.S. Constitution expanded opportunities for civic participation through Reconstruction.

**Clarifications:**
*Clarification 1:* Students will identify constitutional amendments that address voting rights.

*Clarification 2:* Students will describe how specific constitutional amendments expanded access to the political process for various groups over time.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.CG.2.AP.6: | Identify examples of how amendments to the U.S. Constitution expanded opportunities for civic participation through Reconstruction. |

SS.8.CG.3.1:

Trace the foundational ideals and principles related to the U.S. government expressed in primary sources from the colonial period to Reconstruction.

**Clarifications:**
*Clarification 1:* Students will identify foundational ideals and principles related to the U.S. government expressed in primary sources (e.g., the Mayflower Compact (1620); Common Sense (1776); the Declaration of Independence (1776); the U.S. Constitution (1789); the Declaration of Rights and Sentiments (1848); the Gettysburg Address (1863); Lincoln's Second Inaugural Address (1865)).

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.CG.3.AP.1: | Identify the foundational ideals and principles related to the U.S. government expressed in primary sources from the colonial period to Reconstruction. |

SS.8.E.2.2: Explain the economic impact of government policies.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.E.2.AP.2: | Identify the economic impact of government policies. |

SS.8.E.3.1: Evaluate domestic and international interdependence.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.E.3.AP.1: | Identify examples of domestic and international interdependence, such as regional exchange of resources. |

SS.8.G.1.1: Use maps to explain physical and cultural attributes of major regions throughout American history.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.G.1.AP.1: | Use maps to identify physical and cultural attributes of major regions throughout American history. |

SS.8.G.1.2: Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.G.1.AP.2: | Use appropriate geographic tools and terms to identify and describe significant places and regions in American history. |

SS.8.G.2.1: Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.G.2.AP.1: | Identify the physical elements and the human elements that define and differentiate regions. |

SS.8.G.2.2: Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.G.2.AP.2: | Use geographic terms and tools to identify the economic, physical, or political ramifications of cataclysmic natural or man-made disasters. |

SS.8.G.2.3: Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.G.2.AP.3: | Use geographic terms and tools to identify how selected regions of the United States have changed over time. |

SS.8.G.3.1: Locate and describe in geographic terms the major ecosystems of the United States.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.G.3.AP.1: | Using geographic terms, identify the major ecosystems of the United States. |

SS.8.G.3.2: Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.G.3.AP.2: | Use geographic terms and tools to identify differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time. |

SS.8.G.4.1: Interpret population growth and other demographic data for any given place in the United States throughout its history.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.G.4.AP.1: | Identify changes in population for selected regions in the United States over time. |

SS.8.G.4.2: Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.G.4.AP.2: | Identify the effects of migration to and within the United States. |

SS.8.G.4.3: Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.G.4.AP.3: | Identify cultural diffusion throughout the United States as it expanded its territory. |

SS.8.G.4.4: Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.G.4.AP.4: | Use geographic tools or case studies to identify the role that selected regions play in influencing trade, migration, and cultural interaction in the United States over time. |

SS.8.G.4.5: Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.G.4.AP.5: | Use geographic terms and tools to identify changes in cities and urban centers in the United States over time. |

SS.8.G.4.6: Use political maps to describe changes in boundaries and governance throughout American history.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.G.4.AP.6: | Use political maps to identify changes in boundaries and governance throughout American history. |

SS.8.G.5.1: Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.G.5.AP.1: | Identify human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States. |

SS.8.G.6.2: Illustrate places and events in U.S. history through the use of narratives and graphic representations.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.G.6.AP.2: | Illustrate a place or event in United States history using a narrative and graphic representation, such as a map, graph, or table. |

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.<br><br>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.<br><br>**Clarifications:**<br>See Text Complexity for grade-level complexity bands and a text complexity rubric. |
| ELA.K12.EE.3.1: | Make inferences to support comprehension.<br><br>**Clarifications:**<br>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.<br><br>**Clarifications:**<br>In kindergarten, students learn to listen to one another respectfully.<br>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.<br><br>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.<br><br>**Clarifications:**<br>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.<br><br>**Clarifications:**<br>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. |

# General Course Information and Notes

## 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 meets the required instruction related to:

- Declaration of Independence 1003.42(2)(a)
- United States Constitution 1003.42(2)(b)
- Republican form of Government 1003.42(2)(c)
- History of the United States 1003.42(2)(f)
- African American History 1003.42(2)(h)
- Asian American and Pacific Islander History 1003.42(2)(i)

The primary content emphasis for this course pertains to the study of American history from the exploration and colonization eras to the Reconstruction period following the Civil War. Students will be exposed to the historical, geographic, political, economic and sociological events which influenced the development of the United States and resulting impact on world history.

**Career and Education Planning -** Per section 1003.4156, Florida Statutes, students in grades 6–8 must complete a Career and Education Planning course, taught by any instructional staff. The course must be Internet-based, customizable for each student, and include research-based assessments to help students explore education and career options. It must result in a personalized academic and career plan using Florida's online career planning system, when available. Students must learn how to access, update, and are encouraged to revise their plan annually through middle and high school. The plan must emphasize entrepreneurship, employability skills, and include information from the Department of Commerce's economic security report and other state resources. It must also cover high school graduation requirements, diploma designations, career and technical education pathways, Bright Futures scholarships, college admission requirements, opportunities for earning college credit (e.g., AP, IB, AICE, dual enrollment), work-based learning (e.g., internships, apprenticeships), and career education courses leading to industry certification. The course may be taught as a stand-alone or integrated into other courses.

For additional information on the Middle School Career and Education Planning courses, visit: College & Career Planning

## General Information

**Course Number:** 7821026

**Course Path: Section:** Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Academics - Subject Areas >

**Abbreviated Title:** ACCESS M/J USHI & CP

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic 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) |
| 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) |
| 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) |
| Varying Exceptionalities (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) |
| Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus History (Grades 6-12) |

# Access M/J Florida History (#7821027) 2026 - And Beyond (current)

## Course Standards

| Name | Description |
|---|---|
| SS.8.A.1.1: | Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments. |

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.1.AP.1: | Use the FINDS research process model to identify strong vs weak arguments, or validity of information. |

| | |
|---|---|
| SS.8.A.1.2: | Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect. |

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.1.AP.2: | Use charts, graphs, maps, photographs and timelines; identify symbolism in political cartoons; and identify cause and effect. |

| | |
|---|---|
| SS.8.A.1.3: | Analyze current events relevant to American History topics through a variety of electronic and print media resources. |

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.1.AP.3: | Identify current events relevant to American History topics through a variety of electronic and print media resources. |

| | |
|---|---|
| SS.8.A.1.4: | Differentiate fact from opinion by utilizing appropriate historical research, including fiction and nonfiction support materials. |

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.1.AP.4: | Identify fact versus opinion. |

| | |
|---|---|
| SS.8.A.1.5: | Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents. |

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.1.AP.5: | Identify within primary or secondary sources, the author, audience, format, and purpose of significant historical documents. |

| | |
|---|---|
| SS.8.A.1.6: | Compare interpretations of key events and issues throughout American History. |

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.1.AP.6: | Identify interpretations of key events and issues throughout American history. |

| | |
|---|---|
| SS.8.A.1.7: | View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts. |

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.1.AP.7: | View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts. |

| | |
|---|---|
| SS.8.A.2.1: | Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America. |

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.2.AP.1: | Identify the ways that competition between the British, French, Spanish, and Dutch shaped early colonial North America. |

| | |
|---|---|
| SS.8.A.2.3: | Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources. |

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.2.AP.3: | Identify the economic systems of the New England, Middle, and Southern colonies. |

| | |
|---|---|
| SS.8.A.2.4: | Identify the impact of key colonial figures on the economic, political, and social development of the colonies. |

**Related Access Points**

| Name | Description |
|---|---|

| | |
|---|---|
| SS.8.A.2.AP.4: | Identify the impact of key colonial figures on the economic, political, and social development of the colonies. |

SS.8.A.2.5: Discuss the impact of colonial settlement on Native American populations.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.2.AP.5: | Identify the impact of colonial settlement on Native American populations. |

SS.8.A.2.7: Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.2.AP.7: | Identify the contributions of a key group (Africans, Native Americans, women, and children) to the society and culture of colonial America. |

SS.8.A.3.15: Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.3.AP.15: | Identify the viewpoints of historically under-represented groups during the time period of 1763-1815. |

SS.8.A.3.16: Examine key events in Florida history as each impacts this era of American history.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.3.AP.16: | Identify key events in Florida history as each impacts this era of American history. |

SS.8.A.4.2: Describe the debate surrounding the spread of slavery into western territories and Florida.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.4.AP.2: | Identify the debate, legislation, and events surrounding the spread of slavery into western territories and Florida. |

SS.8.A.4.3: Examine the experiences and perspectives of significant individuals and groups during this era of American History.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.4.AP.3: | Identify the experiences and perspectives of significant individuals and groups during this era of American History. |

SS.8.A.4.4: Discuss the impact of westward expansion on cultural practices and migration patterns of Native Americans, African slave populations, and other minority groups.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.4.AP.4: | Identify the impacts of westward expansion on cultural practices and migration patterns of Native American and African slave populations. |

SS.8.A.4.5: Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.4.AP.5: | Identify the causes, events, and consequences of the 19th century transportation revolution on the growth of the nation's economy. |

SS.8.A.4.6: Identify technological improvements (inventions/inventors) that contributed to industrial growth.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.4.AP.6: | Identify the inventions and inventors that contributed to industrial growth. |

SS.8.A.4.8: Describe the influence of individuals on social and political developments of this era in American History.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.4.AP.8: | Identify the influence of individuals on social and political developments of this era in American History. |

SS.8.A.4.10: Analyze the impact of technological advancements on the agricultural economy and slave labor.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.4.AP.10: | Identify the impact of technological advancements on the agricultural economy and slave labor. |

SS.8.A.4.11: Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.4.AP.11: | Identify the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system. |

SS.8.A.4.17: Examine key events and peoples in Florida history as each impacts this era of American history.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.4.AP.17: | Identify the impact of key events and peoples in Florida during this era of American history. |

SS.8.A.4.18: Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.4.AP.18: | Identify the experiences, perspectives, and contributions of key groups in Florida during the Territorial Period. |

SS.8.A.5.1: Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.5.AP.1: | Identify the causes, events, and consequences of the Civil War. |

SS.8.A.5.2: Analyze the role of slavery in the development of sectional conflict.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.5.AP.2: | Identify the role of slavery in the development of sectional conflict. |

SS.8.A.5.7: Examine key events and peoples in Florida history as each impacts this era of American history.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.5.AP.7: | Identify key events and peoples in Florida history during the Civil War era. |

SS.8.A.5.8: Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.A.5.AP.8: | Identify the policies, practices, and consequences of Reconstruction. |

SS.8.CG.2.3: Analyze the role of civic virtue in the lives of citizens and leaders from the Colonial period through Reconstruction.

**Clarifications:**
*Clarification 1:* Students will understand how the idea of civic virtue changes in response to the attitudes of citizens and leaders over time.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.CG.2.AP.3: | Identify the rule of civic virtue in the lives of citizens and leaders from the Colonial Period through Reconstruction. |

SS.8.CG.2.4: Explain how forms of civic and political participation changed from the Colonial period through Reconstruction.

**Clarifications:**
*Clarification 1:* Students will describe significant acts of civic and political participation from the Colonial period through Reconstruction.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.CG.2.AP.4: | Identify how forms of civic and political participation changed from the Colonial Period through Reconstruction. |

SS.8.CG.2.6: Evaluate how amendments to the U.S. Constitution expanded opportunities for civic participation through Reconstruction.

**Clarifications:**
*Clarification 1:* Students will identify constitutional amendments that address voting rights.

*Clarification 2:* Students will describe how specific constitutional amendments expanded access to the political process for various groups over time.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.CG.2.AP.6: | Identify examples of how amendments to the U.S. Constitution expanded opportunities for civic participation through Reconstruction. |

SS.8.CG.3.1: Trace the foundational ideals and principles related to the U.S. government expressed in primary sources from the colonial period to Reconstruction.

**Clarifications:**
*Clarification 1:* Students will identify foundational ideals and principles related to the U.S. government expressed in primary sources (e.g., the Mayflower Compact (1620); Common Sense (1776); the Declaration of Independence (1776); the U.S. Constitution (1789); the Declaration of Rights and Sentiments (1848); the Gettysburg Address (1863); Lincoln's Second Inaugural Address (1865)).

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.CG.3.AP.1: | Identify the foundational ideals and principles related to the U.S. government expressed in primary sources from the colonial period to Reconstruction. |

SS.8.E.1.1: Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.E.1.AP.1: | Identify factors that influenced the development of the United States economy over time. |

SS.8.E.2.1: Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.E.2.AP.1: | Identify contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy. |

SS.8.E.2.2: Explain the economic impact of government policies.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.E.2.AP.2: | Identify the economic impact of government policies. |

SS.8.G.1.1: Use maps to explain physical and cultural attributes of major regions throughout American history.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.G.1.AP.1: | Use maps to identify physical and cultural attributes of major regions throughout American history. |

SS.8.G.1.2: Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.G.1.AP.2: | Use appropriate geographic tools and terms to identify and describe significant places and regions in American history. |

SS.8.G.2.1: Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.G.2.AP.1: | Identify the physical elements and the human elements that define and differentiate regions. |

SS.8.G.2.2: Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.G.2.AP.2: | Use geographic terms and tools to identify the economic, physical, or political ramifications of cataclysmic natural or man-made disasters. |

SS.8.G.2.3: Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.G.2.AP.3: | Use geographic terms and tools to identify how selected regions of the United States have changed over time. |

SS.8.G.3.1: Locate and describe in geographic terms the major ecosystems of the United States.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.G.3.AP.1: | Using geographic terms, identify the major ecosystems of the United States. |

SS.8.G.3.2: Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.G.3.AP.2: | Use geographic terms and tools to identify differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time. |

SS.8.G.4.1: Interpret population growth and other demographic data for any given place in the United States throughout its history.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.G.4.AP.1: | Identify changes in population for selected regions in the United States over time. |

SS.8.G.4.2: Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.G.4.AP.2: | Identify the effects of migration to and within the United States. |

SS.8.G.4.3: Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.G.4.AP.3: | Identify cultural diffusion throughout the United States as it expanded its territory. |

SS.8.G.4.4: Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.G.4.AP.4: | Use geographic tools or case studies to identify the role that selected regions play in influencing trade, migration, and cultural interaction in the United States over time. |

SS.8.G.4.5: Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.G.4.AP.5: | Use geographic terms and tools to identify changes in cities and urban centers in the United States over time. |

SS.8.G.4.6: Use political maps to describe changes in boundaries and governance throughout American history.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.G.4.AP.6: | Use political maps to identify changes in boundaries and governance throughout American history. |

SS.8.G.5.1: Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.G.5.AP.1: | Identify human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States. |

SS.8.G.5.2: Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.G.5.AP.2: | Identify the impact of human modifications on the physical environment and ecosystems of the United States throughout history. |

SS.8.G.6.1: Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.G.6.AP.1: | Use maps and other graphic representations to describe geographic problems and changes in the United States over time. |

SS.8.G.6.2: Illustrate places and events in U.S. history through the use of narratives and graphic representations.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.G.6.AP.2: | Illustrate a place or event in United States history using a narrative and graphic representation, such as a map, graph, or table. |

**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.

MA.K12.MTR.1.1:

**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.

**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.

MA.K12.MTR.2.1:

**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.

**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.

MA.K12.MTR.3.1:

**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.

**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.

MA.K12.MTR.4.1:

**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.**<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>• Focus on relevant details within a problem.<br>• Create plans and procedures to logically order events, steps or ideas to solve problems.<br>• Decompose a complex problem into manageable parts.<br>• Relate previously learned concepts to new concepts.<br>• Look for similarities among problems.<br>• Connect solutions of problems to more complicated large-scale situations.<br>**Clarifications:**<br>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:<br>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.<br>• Support students to develop generalizations based on the similarities found among problems.<br>• Provide opportunities for students to create plans and procedures to solve problems.<br>• 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.**<br>Mathematicians who assess the reasonableness of solutions:<br>• Estimate to discover possible solutions.<br>• Use benchmark quantities to determine if a solution makes sense.<br>• Check calculations when solving problems.<br>• Verify possible solutions by explaining the methods used.<br>• Evaluate results based on the given context.<br>**Clarifications:**<br>Teachers who encourage students to assess the reasonableness of solutions:<br>• Have students estimate or predict solutions prior to solving.<br>• Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>• Reinforce that students check their work as they progress within and after a task.<br>• Strengthen students' ability to verify solutions through justifications. |
| MA.K12.MTR.7.1: | **Apply mathematics to real-world contexts.**<br>Mathematicians who apply mathematics to real-world contexts:<br>• Connect mathematical concepts to everyday experiences.<br>• Use models and methods to understand, represent and solve problems.<br>• Perform investigations to gather data or determine if a method is appropriate.<br>• Redesign models and methods to improve accuracy or efficiency.<br>**Clarifications:**<br>Teachers who encourage students to apply mathematics to real-world contexts:<br>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.<br>• Challenge students to question the accuracy of their models and methods.<br>• Support students as they validate conclusions by comparing them to the given situation.<br>• Indicate how various concepts can be applied to other disciplines. |
| ELA.K12.EE.1.1: | Cite evidence to explain and justify reasoning.<br>**Clarifications:**<br>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.<br>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.<br>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.<br>6-8 Students continue with previous skills and use a style guide to create a proper citation.<br>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.<br>**Clarifications:**<br>See Text Complexity for grade-level complexity bands and a text complexity rubric. |
| ELA.K12.EE.3.1: | Make inferences to support comprehension.<br>**Clarifications:**<br>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.<br>**Clarifications:**<br>In kindergarten, students learn to listen to one another respectfully.<br>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. |

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| | 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.<br>**Clarifications:**<br>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.<br>**Clarifications:**<br>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. |

# General Course Information and Notes

## 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

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.

- Elements of Civil Government (2)(e)
- History of the United States (2)(f)
- African American History (2)(h)

## General Information

**Course Number:** 7821027

**Course Path: Section:** Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Academics - Subject Areas >

**Abbreviated Title:** ACCESS M/J FL HIST
**Course Length:** Year (Y)
**Course Attributes:**
- Class Size Core Required

**Course Level:** 2

**Course Status:** Course Approved

## 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) |
| 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) |
| 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) |
| 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) |
| 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) |
| 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) |

# Access M/J Introduction to Personal Financial Literacy (#7821028) 2026 - And Beyond (current)

## Course Standards

| Name | Description |
|---|---|
| SS.7.E.1.2: | Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.<br>**Related Access Points**<br>Name: SS.7.E.1.AP.2: Description: Identify differences in borrowing and lending money, including the use of credit. |
| SS.7.E.1.4: | Discuss the function of financial institutions in the development of a market economy.<br>**Related Access Points**<br>Name: SS.7.E.1.AP.4: Description: Identify the function of accounts and services provided by banks or other financial institutions. |
| SS.7.E.1.6: | Compare the national budget process to the personal budget process.<br>**Related Access Points**<br>Name: SS.7.E.1.AP.6: Description: Identify the differences and similarities in the national budget process to the personal budget process. |
| SS.7.E.2.1: | Explain how federal, state, and local taxes support the economy as a function of the United States government.<br>**Related Access Points**<br>Name: SS.7.E.2.AP.1: Description: Identify how federal, state, and local taxes are used by the government. |
| SS.7.E.2.2: | Describe the banking system in the United States and its impact on the money supply.<br>**Related Access Points**<br>Name: SS.7.E.2.AP.2: Description: Identify that the banking system in the United States controls the money supply and interest rates. |
| SS.8.FL.1.1: | Explain that careers are based on working at jobs in the same occupation or profession for many years. Describe the different types of education and training required by various careers.<br>**Related Access Points**<br>Name: SS.8.FL.1.AP.1: Description: Identify and describe how education and training are needed for the progression from a job to a career. |
| SS.8.FL.1.2: | Identify the many decisions people must make over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.<br>**Related Access Points**<br>Name: SS.8.FL.1.AP.2: Description: Identify how decisions about incomes and job opportunities are affected by education, in a career or profession. |
| SS.8.FL.1.3: | Explain that getting more education and learning new job skills can increase a person's human capital and productivity.<br>**Related Access Points**<br>Name: SS.8.FL.1.AP.3: Description: Identify how continuing education and job skills training can increase a person's income and opportunities. |
| SS.8.FL.1.4: | Examine the fact that people with less education and fewer job skills tend to earn lower incomes than people with more education and greater job skills.<br>**Related Access Points**<br>Name: SS.8.FL.1.AP.4: Description: Identify the average wage or salary for different jobs and explain how they differ by level of education, job skill, or years of experience. |

SS.8.FL.1.5: Examine the fact that investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime, with some education or training having a higher rate of return than others.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.FL.1.AP.5: | Identify the fact that investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime. |

SS.8.FL.1.6: Identify the opportunity costs that education, training, and development of job skills have in the terms of time, effort, and money.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.FL.1.AP.6: | Identify the opportunity costs that education, training, and development of job skills have in the terms of time, effort, and money. |

SS.8.FL.1.7: Identify that interest, dividends, and capital appreciation (gains) are forms of income earned from financial investments.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.FL.1.AP.7: | Identify that interest is a form of income earned from financial investments. |

SS.8.FL.1.8: Discuss the fact that some people receive income support from government because they have low incomes or qualify in other ways for government assistance.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.FL.1.AP.8: | Identify the fact that some people receive income support from government because they qualify in one of various ways for government assistance. |

SS.8.FL.2.1: Explain why when deciding what to buy, consumers may choose to gather information from a variety of sources. Describe how the quality and usefulness of information provided by sources can vary greatly from source to source. Explain that, while many sources provide valuable information, other sources provide information that is deliberately misleading.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.FL.2.AP.1: | Identify how consumers benefit from gathering information from a variety of credible sources. |

SS.8.FL.2.2: Analyze a source's incentives in providing information about a good or service, and how a consumer can better assess the quality and usefulness of the information.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.FL.2.AP.2: | Identify why advice from a source such as a salesperson may or may not be useful when deciding which product to buy. |

SS.8.FL.2.3: Describe the variety of payment methods people can use in order to buy goods and services.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.FL.2.AP.3: | Identify the variety of payment methods people can use in order to buy goods and services. |

SS.8.FL.2.4: Examine choosing a payment method, by weighing the costs and benefits of the different payment options.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.FL.2.AP.4: | Identify the costs and benefits of choosing different payment options. |

SS.8.FL.2.5: Discuss the fact that people may revise their budget based on unplanned expenses and changes in income.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.FL.2.AP.5a: | Identify the purpose and components of a family budget. |
| SS.8.FL.2.AP.5b: | Identify ways a family budget can be impacted by unplanned expenses |

SS.8.FL.3.1: Explain that banks and other financial institutions loan funds received from depositors to borrowers and that part of the interest received from these loans is used to pay interest to depositors for the use of their money.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.FL.3.AP.1: | Identify how financial institutions use deposited funds to gain profit and offer loans. |

SS.8.FL.3.2: Explain that, for the saver, an interest rate is the price a financial institution pays for using a saver's money and is normally expressed as an annual percentage of the amount saved.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.FL.3.AP.2: | Identify an interest rate as the price paid for using someone else's money, expressed as a percentage of the amount saved. |

SS.8.FL.3.3: Discuss that interest rates paid on savings and charged on loans, like all prices, are determined in a market.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.FL.3.AP.3: | Identify why banks that experience an increase in the number of people who want loans may decide to pay higher interest rates on deposits. |

SS.8.FL.3.4: Explain that, when interest rates increase, people earn more on their savings and their savings grow more quickly.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.FL.3.AP.4: | Identify how when interest rates increase, people earn more on their savings and their savings grow more quickly. |

SS.8.FL.3.5: Identify principal as the initial amount of money upon which interest is paid.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.FL.3.AP.5: | Identify principle as the initial amount of money upon which interest is paid. |

SS.8.FL.3.6: Identify the value of a person's savings in the future as determined by the amount saved and the interest rate. Explain why the earlier people begin to save, the more savings they will be able to accumulate, all other things equal, as a result of the power of compound interest.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.FL.3.AP.6: | Identify the value of a person's savings in the future as determined by the amount saved and the interest rate. |

SS.8.FL.3.7: Discuss the different reasons that people save money, including large purchases (such as higher education, autos, and homes), retirement, and unexpected events. Discuss how people's tastes and preferences influence their choice of how much to save and for what to save.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.FL.3.AP.7: | Identify the different reasons that people save money, including large purchases, retirement, and unexpected events. |

SS.8.FL.3.8: Explain that, to assure savers that their deposits are safe from bank failures, federal agencies guarantee depositors' savings in most commercial banks, savings banks, and savings associations up to a set limit.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.FL.3.AP.8: | Identify how the FDIC and NCUA protect your investments and savings in financial institutions. |

SS.8.FL.4.1: Explain that people who apply for loans are told what the interest rate on the loan will be. An interest rate is the price of using someone else's money expressed as an annual percentage of the loan principal.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.FL.4.AP.1: | Identify interest rate as the price of using someone else's money expressed as an annual percentage of the loan principle. |

SS.8.FL.4.2: Identify a credit card purchase as a loan from the financial institution that issued the card. Explain that credit card interest rates tend to be higher than rates for other loans. In addition, financial institutions may charge significant fees related to a credit card and its use.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.FL.4.AP.2: | Identify a credit card purchase as a loan from the financial institution that issued the card, as expressed on a credit card statement. |

SS.8.FL.4.3: Examine the fact that borrowers who use credit cards for purchases and who do not pay the full balance when it is due pay much higher costs for their purchases because interest is charged monthly. Explain how a credit card user can avoid interest charges by paying the entire balance within the grace period specified by the financial institution.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.FL.4.AP.3: | Identify how credit card interest is charged monthly, leading to much higher costs if not paid in full. |

SS.8.FL.4.4: Explain that lenders charge different interest rates based on the risk of nonpayment by borrowers. Describe why the higher the risk of nonpayment, the higher the interest rate charged by financial institutions, and the lower the risk of nonpayment, the lower the interest rate charged.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.FL.4.AP.4: | Identify how lenders charge different interest rates based on the risk of nonpayment by borrowers. |

SS.8.FL.5.1: Describe the differences among the different types of financial assets, including a wide variety of financial instruments such as bank deposits, stocks, bonds, and mutual funds. Explain that real estate and commodities are also often viewed as financial assets.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.FL.5.AP.1: | Identify the difference among various types of financial assets. |

SS.8.FL.5.2: Calculate the amount of interest income received from depositing a certain amount of money in a bank account paying 1 percent per year and from owning a bond paying 5 percent per year in order to analyze that interest is received from money deposited in bank accounts as well as by owning a corporate or government bond or making a loan.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.FL.5.AP.2: | Calculate the amount of interest income received from depositing a certain amount of money in a bank account. |

SS.8.FL.5.3: Discuss that when people buy corporate stock, they are purchasing ownership shares in a business that if the business is profitable, they will expect to receive income in the form of dividends and/or from the increase in the stock's value, that the increase in the value of an asset (like a stock) is called a capital gain, and if the business is not profitable, investors could lose the money they have invested.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.FL.5.AP.3: | Identify the amount of dividends paid from a selected stock and how much the price of the stock has appreciated or depreciated over the year. |

SS.8.FL.5.4: Explain that the price of a financial asset is determined by the interaction of buyers and sellers in a financial market.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.FL.5.AP.4: | Identify how the price of a financial asset is determined by the interaction of buyers and sellers in a financial market. |

SS.8.FL.5.5: Explain that the rate of return earned from investments will vary according to the amount of risk and, in general, a trade-off exists between the security of an investment and its expected rate of return.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.FL.5.AP.5: | Identify how and why the rate of return earned from investments will vary. |

SS.8.FL.6.1: Analyze the fact that personal financial risk exists when unexpected events can damage health, income, property, wealth, or future opportunities.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.FL.6.AP.1: | Identify the fact that personal financial risk exists when unexpected events can damage health, income, property, wealth, or future opportunities. |

SS.8.FL.6.2: Identify insurance as a product that allows people to pay a fee (called a premium) now to transfer the costs of a potential loss to a third party.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.FL.6.AP.2: | Identify insurance as a product that allows people to pay a fee now to transfer the costs of a potential loss to a third party. |

SS.8.FL.6.3: Describe how a person may self-insure by accepting a risk and saving money on a regular basis to cover a potential loss.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.FL.6.AP.3: | Identify how a person may self-insure by accepting a risk and saving money on a regular basis to cover a potential loss. |

SS.8.FL.6.4: Discuss why insurance policies that guarantee higher levels of payment in the event of a loss (coverage) have higher prices.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.FL.6.AP.4: | Identify why insurance policies that guarantee higher levels of payment have higher prices. |

SS.8.FL.6.5: Discuss that insurance companies charge higher premiums to cover higher-risk individuals and events because the risk of monetary loss is greater for these individuals and events.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.FL.6.AP.5: | Identify why drivers who receive repeated speeding tickets will see their insurance premiums increase. |

SS.8.FL.6.6: Explain that individuals can choose to accept some risk, to take steps to avoid or reduce risk, or to transfer risk to others through the purchase of insurance and that each option has different costs and benefits.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.FL.6.AP.6: | Identify ways in which an automobile driver can avoid, reduce, or transfer the risk of being in an automobile accident. |

SS.8.FL.6.7: Evaluate social networking sites and other online activity from the perspective of making individuals vulnerable to harm caused by identity theft or misuse of their personal information.

**Related Access Points**

| Name | Description |
|---|---|
| SS.8.FL.6.AP.7: | Identify ways that identity thieves can obtain someone's personal information and steps an individual can take to protect their personal information. |

**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.

MA.K12.MTR.1.1:

**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.

**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.

MA.K12.MTR.2.1:

**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.

**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.

MA.K12.MTR.3.1:

**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.

**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.

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| MA.K12.MTR.4.1: | • Compare the efficiency of a method to those expressed by others.<br>• Recognize errors and suggest how to correctly solve the task.<br>• Justify results by explaining methods and processes.<br>• Construct possible arguments based on evidence.<br>**Clarifications:**<br>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:<br>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.<br>• Create opportunities for students to discuss their thinking with peers.<br>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.<br>• 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.**<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>• Focus on relevant details within a problem.<br>• Create plans and procedures to logically order events, steps or ideas to solve problems.<br>• Decompose a complex problem into manageable parts.<br>• Relate previously learned concepts to new concepts.<br>• Look for similarities among problems.<br>• Connect solutions of problems to more complicated large-scale situations.<br>**Clarifications:**<br>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:<br>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.<br>• Support students to develop generalizations based on the similarities found among problems.<br>• Provide opportunities for students to create plans and procedures to solve problems.<br>• 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.**<br>Mathematicians who assess the reasonableness of solutions:<br>• Estimate to discover possible solutions.<br>• Use benchmark quantities to determine if a solution makes sense.<br>• Check calculations when solving problems.<br>• Verify possible solutions by explaining the methods used.<br>• Evaluate results based on the given context.<br>**Clarifications:**<br>Teachers who encourage students to assess the reasonableness of solutions:<br>• Have students estimate or predict solutions prior to solving.<br>• Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>• Reinforce that students check their work as they progress within and after a task.<br>• Strengthen students' ability to verify solutions through justifications. |
| MA.K12.MTR.7.1: | **Apply mathematics to real-world contexts.**<br>Mathematicians who apply mathematics to real-world contexts:<br>• Connect mathematical concepts to everyday experiences.<br>• Use models and methods to understand, represent and solve problems.<br>• Perform investigations to gather data or determine if a method is appropriate.<br>• Redesign models and methods to improve accuracy or efficiency.<br>**Clarifications:**<br>Teachers who encourage students to apply mathematics to real-world contexts:<br>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.<br>• Challenge students to question the accuracy of their models and methods.<br>• Support students as they validate conclusions by comparing them to the given situation.<br>• Indicate how various concepts can be applied to other disciplines. |
| ELA.K12.EE.1.1: | Cite evidence to explain and justify reasoning.<br>**Clarifications:**<br>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.<br>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.<br>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.<br>6-8 Students continue with previous skills and use a style guide to create a proper citation.<br>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.<br>**Clarifications:**<br>See Text Complexity for grade-level complexity bands and a text complexity rubric. |
| | Make inferences to support comprehension. |

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| ELA.K12.EE.3.1: | **Clarifications:**<br>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.<br>**Clarifications:**<br>In kindergarten, students learn to listen to one another respectfully.<br>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.<br>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.<br>**Clarifications:**<br>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.<br>**Clarifications:**<br>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.SS.1: | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies. |

# General Course Information and Notes

## 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 (2)(s)

This course is geared toward deepening students' understanding of personal financial literacy through an economic perspective. A basic understanding of economics provides a critical framework to make informed decisions about budgeting, saving, and investing. In learning basic economics, students come to appreciate that choices have costs and benefits, and that it is often necessary to sort through complex information and weigh multiple costs and benefits before arriving at a decision. Emphasis will be placed on economic decision-making and real-life applications using real data.

## General Information

**Course Number:** 7821028

**Course Path: Section:** Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Academics - Subject Areas >

**Abbreviated Title:** ACC M/J INTRO PER FIN LIT

**Course Length:** Semester (S)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Course Approved

## Educator Certifications

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|---|
| Business Education (Grades 6-12) Plus Exceptional Student Education (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 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) |
| 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) |
| Family and Consumer Science (Grades 6-12) Plus Exceptional Student Education (Elementary and Secondary Grades K-12) |
| Family and Consumer Science (Grades 6-12) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12) |
| Family and Consumer Science (Grades 6-12) Plus Mentally Handicapped (Elementary and Secondary Grades K-12) |
| Family and Consumer Science (Grades 6-12) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12) |
| Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Family and Consumer Science (Grades 6-12) |
| Mathematics (Grades 6-12) Plus Exceptional Student Education (Elementary and Secondary Grades K-12) |
| Mathematics (Grades 6-12) Plus Emotionally 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 Specific Learning Disabilities (Elementary and Secondary Grades K-12) |
| Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Mathematics (Grades 6-12) |
| 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) |

# Career Education and Planning (#7821030) 2019 - And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

**Career and Education Planning** – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.stml.

**Career and Education Planning Course Standards** – Students will:

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

2.0 Develop skills to locate, evaluate, and interpret career information.

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

4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.

5.0 Understand the relationship between educational achievement and career choices/postsecondary options.

6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.

7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.

8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

### General Notes

**A. Major Concepts/Content.** The purpose of this course is to develop the knowledge and skills to enable students with disabilities to design and begin to implement personal plans for achieving their desired postschool outcomes. Emphasis should be placed on exploring careers and gaining knowledge about the expectations, skills, and training required by various careers. 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 post-secondary education
- community involvement and participation
- personal care
- interpersonal relationships
- communication
- use of leisure time

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.

**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:** 7821030

**Course Path: Section:** Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Academics - Subject Areas >
**Abbreviated Title:** CAR ED PLAN
**Course Length:** Semester (S)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved
**Grade Level(s):** 6,7,8

## Educator Certifications

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|---|
| 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) |

# Hospital and Homebound Instructional Services: 6-8 (#7855020) 2015 - And Beyond (current)

## Course Standards

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

## General Course Information and Notes

### VERSION DESCRIPTION

**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

### 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:** 7855020

**Course Path: Section:** Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Therapy >

**Abbreviated Title:** HH INST SER: 6-8

**Course Length:** Not Applicable

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

### 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.**

# Advanced Academics: 6-8 (#7855040) 2023 - And Beyond (current)

## Course Standards

| Name | Description |
|---|---|
| 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. |

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| 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. |

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| 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. |

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| 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. |

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| 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. |

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| 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.**<br>Mathematicians who participate in effortful learning both individually and with others:<br>• Analyze the problem in a way that makes sense given the task.<br>• Ask questions that will help with solving the task.<br>• Build perseverance by modifying methods as needed while solving a challenging task.<br>• Stay engaged and maintain a positive mindset when working to solve tasks.<br>• Help and support each other when attempting a new method or approach.<br>**Clarifications:**<br>Teachers who encourage students to participate actively in effortful learning both individually and with others:<br>• Cultivate a community of growth mindset learners.<br>• Foster perseverance in students by choosing tasks that are challenging.<br>• Develop students' ability to analyze and problem solve.<br>• Recognize students' effort when solving challenging problems. |
| MA.K12.MTR.2.1: | **Demonstrate understanding by representing problems in multiple ways.**<br>Mathematicians who demonstrate understanding by representing problems in multiple ways:<br>• Build understanding through modeling and using manipulatives.<br>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.<br>• Progress from modeling problems with objects and drawings to using algorithms and equations.<br>• Express connections between concepts and representations.<br>• Choose a representation based on the given context or purpose.<br>**Clarifications:**<br>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:<br>• Help students make connections between concepts and representations.<br>• Provide opportunities for students to use manipulatives when investigating concepts.<br>• Guide students from concrete to pictorial to abstract representations as understanding progresses.<br>• 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.**<br>Mathematicians who complete tasks with mathematical fluency:<br>• Select efficient and appropriate methods for solving problems within the given context.<br>• Maintain flexibility and accuracy while performing procedures and mental calculations.<br>• Complete tasks accurately and with confidence.<br>• Adapt procedures to apply them to a new context.<br>• Use feedback to improve efficiency when performing calculations.<br>**Clarifications:**<br>Teachers who encourage students to complete tasks with mathematical fluency:<br>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.<br>• Offer multiple opportunities for students to practice efficient and generalizable methods.<br>• 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.**<br>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:<br>• Communicate mathematical ideas, vocabulary and methods effectively.<br>• Analyze the mathematical thinking of others.<br>• Compare the efficiency of a method to those expressed by others.<br>• Recognize errors and suggest how to correctly solve the task.<br>• Justify results by explaining methods and processes.<br>• Construct possible arguments based on evidence.<br>**Clarifications:**<br>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:<br>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.<br>• Create opportunities for students to discuss their thinking with peers.<br>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.<br>• 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.**<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>• Focus on relevant details within a problem.<br>• Create plans and procedures to logically order events, steps or ideas to solve problems.<br>• Decompose a complex problem into manageable parts.<br>• Relate previously learned concepts to new concepts.<br>• Look for similarities among problems.<br>• Connect solutions of problems to more complicated large-scale situations.<br>**Clarifications:**<br>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: |

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| | • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.<br>• Support students to develop generalizations based on the similarities found among problems.<br>• Provide opportunities for students to create plans and procedures to solve problems.<br>• 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.**<br>Mathematicians who assess the reasonableness of solutions:<br>• Estimate to discover possible solutions.<br>• Use benchmark quantities to determine if a solution makes sense.<br>• Check calculations when solving problems.<br>• Verify possible solutions by explaining the methods used.<br>• Evaluate results based on the given context.<br>**Clarifications:**<br>Teachers who encourage students to assess the reasonableness of solutions:<br>• Have students estimate or predict solutions prior to solving.<br>• Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>• Reinforce that students check their work as they progress within and after a task.<br>• Strengthen students' ability to verify solutions through justifications. |
| MA.K12.MTR.7.1: | **Apply mathematics to real-world contexts.**<br>Mathematicians who apply mathematics to real-world contexts:<br>• Connect mathematical concepts to everyday experiences.<br>• Use models and methods to understand, represent and solve problems.<br>• Perform investigations to gather data or determine if a method is appropriate.<br>• Redesign models and methods to improve accuracy or efficiency.<br>**Clarifications:**<br>Teachers who encourage students to apply mathematics to real-world contexts:<br>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.<br>• Challenge students to question the accuracy of their models and methods.<br>• Support students as they validate conclusions by comparing them to the given situation.<br>• Indicate how various concepts can be applied to other disciplines. |
| ELA.K12.EE.1.1: | Cite evidence to explain and justify reasoning.<br>**Clarifications:**<br>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.<br>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.<br>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.<br>6-8 Students continue with previous skills and use a style guide to create a proper citation.<br>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.<br>**Clarifications:**<br>See Text Complexity for grade-level complexity bands and a text complexity rubric. |
| ELA.K12.EE.3.1: | Make inferences to support comprehension.<br>**Clarifications:**<br>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.<br>**Clarifications:**<br>In kindergarten, students learn to listen to one another respectfully.<br>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.<br>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.<br>**Clarifications:**<br>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.<br>**Clarifications:**<br>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. |

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

# General Course Information and Notes

## 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 course is meant to be used at each 6-8 grade level and 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
- high-level communication
- career exploration
- leadership
- 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**: As students progress from one grade-level course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.

## General Information

**Course Number:** 7855040

**Course Path: Section:** Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Academics-General >

**Abbreviated Title:** ADV ACAD: 6-8

**Course Length:** Year (Y)

**Course Status:** Draft - Course Pending Approval

## Educator Certifications

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| Gifted Endorsement |

## Qualifications

Certificate holder must be certified in the academic subject area being taught, in addition to the Gifted Endorsement requirement.

# Advanced Academics: 6-8 & Career Planning for Gifted Students (#7855042) 2023 - And Beyond (current)

## Course Standards

| Name | Description |
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| 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. |

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| 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. |

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| 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. |

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| 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. |

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| 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. |

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| 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. |
| ELA.K12.EE.1.1: | Cite evidence to explain and justify reasoning.<br>**Clarifications:**<br>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.<br>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.<br>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.<br>6-8 Students continue with previous skills and use a style guide to create a proper citation.<br>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.<br>**Clarifications:**<br>See Text Complexity for grade-level complexity bands and a text complexity rubric. |
| ELA.K12.EE.3.1: | Make inferences to support comprehension.<br>**Clarifications:**<br>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.<br>**Clarifications:**<br>In kindergarten, students learn to listen to one another respectfully.<br>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.<br>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.<br>**Clarifications:**<br>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.<br>**Clarifications:**<br>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. |
| MA.K12.MTR.1.1: | **Actively participate in effortful learning both individually and collectively.**<br>Mathematicians who participate in effortful learning both individually and with others:<br>• Analyze the problem in a way that makes sense given the task.<br>• Ask questions that will help with solving the task.<br>• Build perseverance by modifying methods as needed while solving a challenging task.<br>• Stay engaged and maintain a positive mindset when working to solve tasks.<br>• Help and support each other when attempting a new method or approach.<br>**Clarifications:**<br>Teachers who encourage students to participate actively in effortful learning both individually and with others:<br>• Cultivate a community of growth mindset learners.<br>• Foster perseverance in students by choosing tasks that are challenging.<br>• Develop students' ability to analyze and problem solve.<br>• Recognize students' effort when solving challenging problems. |
| MA.K12.MTR.2.1: | **Demonstrate understanding by representing problems in multiple ways.**<br>Mathematicians who demonstrate understanding by representing problems in multiple ways:<br>• Build understanding through modeling and using manipulatives.<br>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.<br>• Progress from modeling problems with objects and drawings to using algorithms and equations.<br>• Express connections between concepts and representations.<br>• Choose a representation based on the given context or purpose.<br>**Clarifications:**<br>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:<br>• Help students make connections between concepts and representations. |

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| | • Provide opportunities for students to use manipulatives when investigating concepts.<br>• Guide students from concrete to pictorial to abstract representations as understanding progresses.<br>• 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.**<br>Mathematicians who complete tasks with mathematical fluency:<br>• Select efficient and appropriate methods for solving problems within the given context.<br>• Maintain flexibility and accuracy while performing procedures and mental calculations.<br>• Complete tasks accurately and with confidence.<br>• Adapt procedures to apply them to a new context.<br>• Use feedback to improve efficiency when performing calculations.<br>**Clarifications:**<br>Teachers who encourage students to complete tasks with mathematical fluency:<br>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.<br>• Offer multiple opportunities for students to practice efficient and generalizable methods.<br>• 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.**<br>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:<br>• Communicate mathematical ideas, vocabulary and methods effectively.<br>• Analyze the mathematical thinking of others.<br>• Compare the efficiency of a method to those expressed by others.<br>• Recognize errors and suggest how to correctly solve the task.<br>• Justify results by explaining methods and processes.<br>• Construct possible arguments based on evidence.<br>**Clarifications:**<br>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:<br>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.<br>• Create opportunities for students to discuss their thinking with peers.<br>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.<br>• 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.**<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>• Focus on relevant details within a problem.<br>• Create plans and procedures to logically order events, steps or ideas to solve problems.<br>• Decompose a complex problem into manageable parts.<br>• Relate previously learned concepts to new concepts.<br>• Look for similarities among problems.<br>• Connect solutions of problems to more complicated large-scale situations.<br>**Clarifications:**<br>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:<br>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.<br>• Support students to develop generalizations based on the similarities found among problems.<br>• Provide opportunities for students to create plans and procedures to solve problems.<br>• 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.**<br>Mathematicians who assess the reasonableness of solutions:<br>• Estimate to discover possible solutions.<br>• Use benchmark quantities to determine if a solution makes sense.<br>• Check calculations when solving problems.<br>• Verify possible solutions by explaining the methods used.<br>• Evaluate results based on the given context.<br>**Clarifications:**<br>Teachers who encourage students to assess the reasonableness of solutions:<br>• Have students estimate or predict solutions prior to solving.<br>• Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>• Reinforce that students check their work as they progress within and after a task.<br>• Strengthen students' ability to verify solutions through justifications. |
| ELD.K12.ELL.SI.1: | English language learners communicate for social and instructional purposes within the school setting. |

# General Course Information and Notes

## 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 course is meant to be used at each 6-8 grade level and 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
• high-level communication
• career exploration
• leadership
• 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).

**Career and Education Planning** – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit .

**Career and Education Planning Course Standards** – Students will:

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

2.0 Develop skills to locate, evaluate, and interpret career information.

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

4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.

5.0 Understand the relationship between educational achievement and career choices/postsecondary options.

6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.

7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.

8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

**Special Note**: As students progress from one grade-level course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.

## General Information

**Course Number:** 7855042

**Course Path: Section:** Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Academics-General >
**Abbreviated Title:** ADV ACAD:6-8&CP GIFT
**Course Length:** Year (Y)

**Course Status:** Draft - Course Pending Approval

## Educator Certifications

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| Gifted Endorsement |

## Qualifications

Certificate holder must be certified in the academic subject area being taught, in addition to the Gifted Endorsement requirement.

# Unique Skills Social and Emotional: 6-8 (#7863000) 2023 - And Beyond (current)

### Course Standards

| Name | Description |
|---|---|
| SP.PK12.US.19.3: | Express a range of personal emotions and feelings in a socially acceptable manner. |
| SP.PK12.US.19.4: | Demonstrate acceptable ways to express strong personal feelings, such as excitement, joy, frustration, fear, and anger. |
| SP.PK12.US.19.6: | 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.19.2a: | Identify personal strengths and 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. |

## General Course Information and Notes

### 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, and community 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 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 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:** 7863000

**Course Path: Section:** Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Special

Skills Courses >

**Abbreviated Title:** U SKLS: SOC&EMO 6-8

**Course Length:** Semester (S)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

## Educator Certifications

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| 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: 6-8 (#7863010) 2023 - And Beyond (current)

## Course Standards

| Name | Description |
|---|---|
| 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.1.1a: | Apply fundamental skills and strategies (associating objects, pictures, and symbols with words and concepts, recognizing and decoding words, and paraphrasing and summarizing text) to recall and understand information from visual, print, and/or digital text or audio presentations for real-world application, such as completing assignments in school, listening to stories, and following instructions. |
| SP.PK12.US.1.1b: | Apply skills and strategies, such as decoding multisyllabic words; analyzing vocabulary, including roots and affixes; making associations; and using visual imagery and mnemonics, to recall and understand information from a variety of media sources. |
| SP.PK12.US.1.1c: | Apply fundamental skills and strategies (associating objects, pictures, and symbols with words and concepts, recognizing and decoding words, and paraphrasing and summarizing text) to recall and understand information from visual, print, and/or digital text or audio presentations for real-world application, such as completing assignments in school, recognizing signs and environmental print, reading schedules and maps, and using a menu. |
| SP.PK12.US.1.2b: | 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.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.2.3: | Use effective test-taking skills and strategies, such as previewing, planning a response to open-ended questions, and reviewing answers. |
| 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. |

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| 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. |
| 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. |
| SP.PK12.US.19.3: | Express a range of personal emotions and feelings in a socially acceptable manner. |
| SP.PK12.US.19.4: | Demonstrate acceptable ways to express strong personal feelings, such as excitement, joy, frustration, fear, and anger. |
| SP.PK12.US.19.6: | 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. |

## 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:** 7863010

**Course Path: Section:** Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Special Skills Courses >

**Abbreviated Title:** U SKLS: 6-8

**Course Length:** Semester (S)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

## 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: 6-8 (#7863020) 2025 - And Beyond

(current)

### Course Standards

| Name | Description |
|---|---|
| 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. |

## General Course Information and Notes

### 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, and community 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:** 7863020

**Course Path: Section:** Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Special Skills Courses >

**Abbreviated Title:** SPEECH AUD TRAIN:6-8

**Course Length:** Semester (S)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

### Educator Certifications

| |
|---|
| Speech Correction (Elementary and Secondary Grades K-12) |
| Speech Language Impaired (Elementary and Secondary Grades K-12) |
| Speech Language Impaired Associate (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).

# Unique Skills Independent Functioning: 6-8 (#7863030) 2023 - And Beyond (current)

### Course Standards

| Name | Description |
|---|---|
| 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.9.2a: | Select and engage in volunteer activities in school or community, such as recycling, litter patrol, or collecting money for a charity. |
| SP.PK12.US.9.3b: | 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.10.1a: | Complete routines and tasks according to instructions and expectations. |
| 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. |

## General Course Information and Notes

### General Notes

The purpose of this course is to enable students with disabilities to achieve independence in daily living activities in educational, home, and community 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 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. 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 Path: Section:** Exceptional Student Education

**Course Number:** 7863030

> **Grade Group:** Middle/Junior High > **Subject:** Special Skills Courses >

**Abbreviated Title:** U SKLS: IND FUNC 6-8

**Course Length:** Semester (S)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

## 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 6-8 (#7863040) 2023 - And Beyond (current)

### Course Standards

| Name | Description |
|---|---|
| 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.1.3b: | 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.3.2b: | 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. |
| ELD.K12.ELL.SI.1: | English language learners communicate for social and instructional purposes within the school setting. |

## General Course Information and Notes

### 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:** 7863040

**Course Path: Section:** Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Special Skills Courses >

**Abbreviated Title:** U SKLS: CURR&LRN 6-8

**Course Length:** Semester (S)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

## 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 6-8 (#7863050) 2023 - And Beyond

(current)

### Course Standards

| Name | Description |
|---|---|
| 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.6.3: | Initiate and participate in conversations with adults and peers. |
| 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. |

## General Course Information and Notes

### 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, and community 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 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 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 Path: Section:** Exceptional Student Education

**Course Number:** 7863050

> **Grade Group:** Middle/Junior High > **Subject:** Special Skills Courses >

**Abbreviated Title:** U SKLS: COMMUNIC 6-8

**Course Length:** Semester (S)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

## 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) |

# Orientation and Mobility: 6–8 (#7863060) 2023 - And Beyond (current)

### Course Standards

| Name | Description |
|---|---|
| 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. |

## General Course Information and Notes

### 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 repeat this course. The particular course requirements that the student should master each year 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.

**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 Path: Section:** Exceptional Student Education

**Course Number:** 7863060

> **Grade Group:** Middle/Junior High > **Subject:** Special Skills Courses >

**Abbreviated Title:** ORIEN MOBLTY: 6-8

**Course Length:** Semester (S)

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

## Educator Certifications

| |
|---|
| Visually Impaired (Elementary and Secondary Grades K-12) Plus Orientation and Mobility Endorsement |

# Expanded Skills: 6–8 (#7863070) 2025 - And Beyond (current)

### Course Standards

| Name | Description |
|---|---|
| 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.1.4a: | Identify ways that Deaf heritage and culture play an important role in the daily activities of individuals who are deaf or hard-of-hearing. |
| SP.PK12.DH.1.4b: | Analyze ways that Deaf heritage and culture play an important role in the daily activities of individuals who are deaf or hard-of-hearing. |
| SP.PK12.DH.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.3.2: | Label and describe the functions of the parts of the ear (pinna, ear canal, eardrum, bones, cochlea, hearing nerve, brain, outer, middle, inner) using pictures. |
| SP.PK12.DH.3.4: | Maintain (clean, care for, and troubleshoot) own hearing aids, cochlear implants, and/or FM equipment with assistance. |
| 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.3.3a: | Identify the basic information on an audiogram. |
| SP.PK12.DH.3.3b: | Explain the meaning of information on own audiogram to parents, teachers, and peers. |
| SP.PK12.DH.3.5a: | State and apply listening and learning rules, including recognizing that hearing does not mean understanding, attending to the person who is speaking and/or signing, talking only about what he/she is learning, and requesting repetition or clarification when needed. |
| SP.PK12.DH.3.6b: | Describe the type of assistance that can be provided in the school from an interpreter, audiologist, and the itinerant teacher. |
| SP.PK12.DH.3.7b: | Use a variety of specialized telecommunication technology, including etiquette and procedures appropriate for his/her needs, with minimal assistance. |
| 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.5.3: | 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.5.2a: | Describe positive and negative ways the physical environment can affect communication and describe situations when it would be difficult. |
| SP.PK12.DH.5.2b: | Request adaptation of the physical environment or accommodations when communication is perceived to be difficult. |
| SP.PK12.DH.5.4b: | 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.6.1b: | 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. |

## General Course Information and Notes

### General Notes

The purpose of this course is to enable students who are deaf or 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, and community 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 repeat this course. The particular course requirements that the student should master each year 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, and community 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:** 7863070

**Course Path: Section:** Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Special Skills Courses >

**Abbreviated Title:** EXP SKLS: 6-8

**Course Length:** Semester (S)

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

## Educator Certifications

| |
|---|
| Deaf or Hard of Hearing (Elementary and Secondary Grades K-12) |

# Expanded Core Competencies: 6–8 (#7863080) 2023 - And Beyond

(current)

## Course Standards

| Name | Description |
|---|---|
| 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.3.6: | 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.7.3a: | Identify personal strengths, competencies, and challenges. |
| 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.9.5a: | Identify steps and demonstrate ability to care for clothing 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.9.8b: | Demonstrate basic household management skills, including cleaning, simple repairs, and budgeting, 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. |

## 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 repeat this course. The particular course requirements that the student should master each year 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.

## VERSION REQUIREMENTS

VISU IMPRD 6

## General Information

**Course Number:** 7863080

**Course Path: Section:** Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Special Skills Courses >
**Abbreviated Title:** EXP CORE COMP: 6-8
**Course Length:** Semester (S)

**Course Status:** Course Approved
**Grade Level(s):** 6,7,8

## Educator Certifications

Visually Impaired (Elementary and Secondary Grades K-12)

# Learning Strategies: 6–8 (#7863090) 2023 - And Beyond (current)

## Course Standards

| Name | Description |
|---|---|
| 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. |

# General Course Information and Notes

## General Notes

The purpose of this course is to enable students with disabilities to acquire and generalize strategies and skills across academic and community 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 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. 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, and community 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:** 7863090

**Course Path: Section:** Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Special Skills Courses >

**Abbreviated Title:** LRNG STR: 6-8

**Course Length:** Semester (S)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved
**Grade Level(s):** 6,7,8

## 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 Therapy: 6-8 (#7866030) 2015 - And Beyond (current)

### Course Standards

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

## General Course Information and Notes

### General Notes

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 specific 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, and community 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:** 7866030

**Course Path: Section:** Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Therapy >

**Abbreviated Title:** SPEECH THRPY: 6-8

**Course Length:** Not Applicable

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

### Educator Certifications

| |
|---|
| Speech Correction (Elementary and Secondary Grades K-12) |
| Speech Language Impaired (Elementary and Secondary Grades K-12) |
| Speech Language Impaired Associate (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: 6-8 (#7866040) 2015 - And Beyond (current)

### Course Standards

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

## General Course Information and Notes

### General Notes

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 specific 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, and community 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:** 7866040

**Course Path: Section:** Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Therapy >

**Abbreviated Title:** LANG THRPY: 6-8

**Course Length:** Not Applicable

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

### Educator Certifications

| |
|---|
| Speech Correction (Elementary and Secondary Grades K-12) |
| Speech Language Impaired (Elementary and Secondary Grades K-12) |
| Speech Language Impaired Associate (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).

# Occupational Therapy: 6-8 (#7866050) 2025 - And Beyond (current)

### Course Standards

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

## General Course Information and Notes

### 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, and community 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:** 7866050

**Course Path: Section:** Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Therapy >

**Abbreviated Title:** OCCU THRPY: 6-8

**Course Length:** Not Applicable

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

### 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**

# Physical Therapy: 6-8 (#7866070) 2015 - And Beyond (current)

### Course Standards

| Name | Description |
|---|---|
| ELD.K12.ELL.SI.1: | English language learners communicate for social and instructional purposes within the school setting. |
| SP.PK12.TP.7.1: | Demonstrate the ability to achieve functional outcomes as specified in the student's plan of treatment or care. |

## General Course Information and Notes

### General Notes

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 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 physical therapy, as a related service and is specified in 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 486, 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, and community 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:** 7866070

**Course Path: Section:** Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Therapy >

**Abbreviated Title:** PHY THRPY: 6-8

**Course Length:** Not Applicable

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

### 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**

# Access M/J World Geography (#7921029) 2026 - And Beyond (current)

## Course Standards

| Name | Description |
|---|---|
| SS.6.E.1.3: | Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship). |

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.E.1.AP.3: | Identify the basic economic concepts found in early civilizations. |

| | |
|---|---|
| SS.6.E.2.1: | Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development. |

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.E.2.AP.1: | Recognize that leaders or family groups make economic decisions for their civilizations. |

| | |
|---|---|
| SS.6.E.3.2: | Categorize products that were traded among civilizations, and give examples of barriers to trade of those products. |

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.E.3.AP.2: | Identify the products and barriers involved in trade between civilizations. |

| | |
|---|---|
| SS.6.E.3.3: | Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners. |

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.E.3.AP.3: | Identify the elements of traditional economies that led to the need for a merchant class. |

| | |
|---|---|
| SS.6.E.3.4: | Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade. |

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.E.3.AP.4: | Identify the benefits and drawbacks of voluntary trade between civilizations. |

| | |
|---|---|
| SS.6.G.1.1: | Use latitude and longitude coordinates to understand the relationship between people and places on the Earth. |

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.1.AP.1: | Select the correct latitude and longitude coordinates of a designated item on a map grid. |

| | |
|---|---|
| SS.6.G.1.2: | Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps. |

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.1.AP.2: | Identify the purposes of different types of maps, such as political, physical, or special purpose. |

| | |
|---|---|
| SS.6.G.1.3: | Identify natural wonders of the ancient world. |

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.1.AP.3: | Identify various types of landforms such as the Seven Natural Wonders of Africa, Himalayas, and Gobi Desert. |

| | |
|---|---|
| SS.6.G.1.4: | Utilize tools geographers use to study the world. |

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.1.AP.4: | Identify and use tools of geography, such as maps, globes, satellite images, and charts. |

| | |
|---|---|
| SS.6.G.1.5: | Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world. |

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.1.AP.5: | Use scale conversions and cardinal directions to identify distance and direction between two identified locations on a map or grid. |

SS.6.G.1.6: Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.1.AP.6: | Identify types of major bodies of water in the world, and recognize ways they have impacted agriculture, trade, and exploration. |

SS.6.G.1.7: Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.1.AP.7: | Use maps to identify landforms and boundaries of ancient civilizations that still shape the world today. |

SS.6.G.2.1: Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.2.AP.1: | Identify the impact of physical characteristics, climate, or natural resources upon the settlement and economies of ancient civilizations. |

SS.6.G.2.3: Analyze the relationship of physical geography to the development of ancient river valley civilizations.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.2.AP.3: | Identify how the development of ancient river valley civilizations was shaped by the geography and proximity of the river. |

SS.6.G.2.4: Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.2.AP.4: | Identify ways the geographical location of ancient civilizations contributed to the culture, economy, and politics. |

SS.6.G.2.5: Interpret how geographic boundaries invite or limit interaction with other regions and cultures.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.2.AP.5: | Explain how geographic boundaries such as rivers, deserts, and mountains invite or limit interactions with other regions and cultures. |

SS.6.G.2.6: Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.2.AP.6: | Define cultural diffusion and identify the influences of different ancient cultures on one another. |

SS.6.G.2.7: Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.2.AP.7: | Identify distribution of population in the ancient world on a map. |

SS.6.G.3.1: Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.3.AP.1: | Identify the impact of physical landscape on the development of agriculture and/or industry in the ancient world. |

SS.6.G.3.2: Analyze the impact of human populations on the ancient world's ecosystems.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.3.AP.2: | Identify the impact of human population on the ancient world's environment |

SS.6.G.4.1: Explain how family and ethnic relationships influenced ancient cultures.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.4.AP.1: | Identify how family and ethnic relationships influenced ancient cultures. |

SS.6.G.4.2: Use maps to trace significant migrations, and analyze their results.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.4.AP.2: | Use a map to identify a prehistoric migration route used by humans. |

SS.6.G.4.3: Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.4.AP.3: | Identify a migration pattern in Africa or Asia, where evidence of early human societies has been found. |

SS.6.G.5.1: Identify the methods used to compensate for the scarcity of resources in the ancient world.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.5.AP.1: | Identify examples of what ancient people used to compensate for the scarcity of resources. |

SS.6.G.5.2: Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.5.AP.2: | Identify why ancient civilizations developed transportation networks of highways and waterways. |

SS.6.G.5.3: Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.5.AP.3: | Identify the effects of famine, drought, and other natural disasters on ancient civilizations. |

SS.6.G.6.1: Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.6.AP.1: | Identify ways geographers organize information, such as by spatial terms, places and regions, human systems, and the environment. |

SS.6.G.6.2: Compare maps of the world in ancient times with current political maps.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.G.6.AP.2: | Identify locations on ancient and current maps of the world. |

SS.6.W.1.1: Use timelines to identify chronological order of historical events.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.1.AP.1: | Use timelines to identify chronological order of historical events. |

SS.6.W.1.3: Interpret primary and secondary sources.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.1.AP.3: | Identify examples of primary and secondary sources. |

SS.6.W.1.4: Describe the methods of historical inquiry and how history relates to the other social sciences.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.1.AP.4: | Identify methods of historical inquiry and how history relates to the other social sciences. |

SS.6.W.1.6: Describe how history transmits culture and heritage and provides models of human character.

**Related Access Points**

| Name | Description |
|---|---|
| SS.6.W.1.AP.6: | Identify how history transmits culture and heritage. |

SS.68.AA.1.1:

Identify Afro-Eurasian trade routes and methods prior to the development of the Atlantic slave trade.

**Clarifications:**
*Clarification 1:* Instruction includes how slavery was utilized in Asian, European, and African cultures.

*Clarification 2:* Instruction includes the similarities and differences between serfdom and slavery.

*Clarification 3:* Instruction includes the use of maps to identify trade routes.

**Related Access Points**

| Name | Description |
|---|---|
| SS.68.AA.1.AP.1: | Recognize trade routes between Africa, Europe and Asia before the Atlantic slave trade started. |

SS.68.AA.1.2: Describe the contact of European explorers with systematic slave trading in Africa.

**Related Access Points**

| Name | Description |
|---|---|
| SS.68.AA.1.AP.2: | Recognize how European explorers were connected to the slave trade in Africa. |

SS.68.AA.2.3:

Examine the various duties and trades performed by slaves (e.g., agricultural work, painting, carpentry, tailoring, domestic service, blacksmithing, transportation).

**Clarifications:**
*Clarification 1:* Instruction includes how slaves developed skills which, in some instances, could be applied for their personal benefit.

**Related Access Points**

| Name | Description |
|---|---|
| SS.68.AA.2.AP.3: | Identify the various duties and trades performed by slaves (e.g., agricultural work, painting, carpentry, tailoring, domestic service, blacksmithing, transportation). |

SS.68.HE.1.1:

Examine 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 describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.

*Clarification 2:* Students will analyze how antisemitism led to and contributed to the Holocaust.

*Clarification 3:* Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).

**Related Access Points**

| Name | Description |
|---|---|
| SS.68.HE.1.AP.1a: | Identify the Holocaust as the planned persecution and murder of European Jews by the government of Nazi Germany. |
| SS.68.HE.1.AP.1b: | Identify examples of antisemitism and how it contributed to the Holocaust. |
| SS.68.HE.1.AP.1c: | Identify the basic beliefs of Judaism and the history of Jews in Europe. |

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.
- 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.

**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.

MA.K12.MTR.2.1:

- 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.

**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.

MA.K12.MTR.3.1:

- 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.

**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.

MA.K12.MTR.4.1:

- 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.

**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.

MA.K12.MTR.5.1:

- 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.

**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.

MA.K12.MTR.6.1:

- 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.

**Apply mathematics to real-world contexts.**
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.

| | |
|---|---|
| MA.K12.MTR.7.1: | • Use models and methods to understand, represent and solve problems.<br>• Perform investigations to gather data or determine if a method is appropriate.<br>• Redesign models and methods to improve accuracy or efficiency.<br>**Clarifications:**<br>Teachers who encourage students to apply mathematics to real-world contexts:<br>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.<br>• Challenge students to question the accuracy of their models and methods.<br>• Support students as they validate conclusions by comparing them to the given situation.<br>• Indicate how various concepts can be applied to other disciplines. |
| ELA.K12.EE.1.1: | Cite evidence to explain and justify reasoning.<br>**Clarifications:**<br>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.<br>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.<br>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.<br>6-8 Students continue with previous skills and use a style guide to create a proper citation.<br>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.<br>**Clarifications:**<br>See Text Complexity for grade-level complexity bands and a text complexity rubric. |
| ELA.K12.EE.3.1: | Make inferences to support comprehension.<br>**Clarifications:**<br>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.<br>**Clarifications:**<br>In kindergarten, students learn to listen to one another respectfully.<br>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.<br>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.<br>**Clarifications:**<br>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.<br>**Clarifications:**<br>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. |

# General Course Information and Notes

## 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:

- Geography and interaction with the environment (2)(x)

## General Information

**Course Number:** 7921029

**Course Path: Section:** Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Academics - Subject Areas >

**Abbreviated Title:** ACC M/J WORLD GEOG

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Level:** 2

**Course Status:** Course Approved

## Educator Certifications

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|---|
| 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 Middle Grades Integrated Curriculum (Middle Grades 5-9) |
| Emotionally 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) |
| Middle Grades Integrated Curriculum (Middle Grades 5-9) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12) |
| Varying Exceptionalities (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 Social Science (Grades 5-9) |
| Emotionally 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) |
| 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) |
| Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Social Science (Grades 6-12) |

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